

MASTERY LEARNING

MASTERY LEARNING BREAKS CONTENT INTO **UNITS** WHICH ARE PURSUED UNTIL THEY ARE **ACHIEVED**.

According to the EEF, it can account for up to

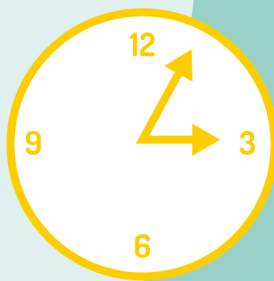
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MONTHS
ADDITIONAL
PROGRESS

THE CURRENT MODEL

Fixed seat-time

The time spent learning a topic is fixed by external factors such as the timetable, the scheme of work or the school. Students cannot access work outside of these fixed times.



Variable achievement rate

Students achieve at different rates at task, lesson, topic and chapter level. Results show a wide variety of success and failure but the course moves on regardless.



Content is covered at group pace

When all students are taken through learning experiences as a group and the whole group moves on together, almost all students are moving too slowly or too quickly. Course pace is, by definition, average.



Testing is often separate from teaching

Testing is often summative, with the results showing 'how a student has done'. Whether a student has mastered content or not, students move on because the course pace dictates so.



Errors are a sign of weakness

Errors are seen as a weakness and, by the time the error has been identified, it is often too late to do anything about it.



A MASTERY MODEL

Varied seat-time

In a mastery model, the time students can spend learning a specific idea varies based on how quickly they learn. Insist on a high pass rate at task, lesson, topic and chapter level. Students are given every opportunity to master at every level.

Fixed achievement rate

In practice, we will never be able to fix the achievement rate at 100% but we can insist on a much higher pass rate for individual pieces of work before students move on.

Content is covered at student pace

With teaching and practice activities available when the student needs them, students learn at their own pace. They 'master' content at each step before moving on.

Testing informs teaching

The results of testing activities are used to inform future learning. Tests are integral to understanding where mastery deficits are and future teaching aims to fill these gaps.

Errors are indicators of mastery deficits

Errors are a sign of a gap in knowledge and are captured during the learning process, so that the error can be corrected.

IT IS HARDER TO
BUILD **FUTURE**
KNOWLEDGE WHEN
GAPS IN **EXISTING**
KNOWLEDGE EXIST.

