TEACHING FOR MASTERY

REVISE & IMPROVE

(Assess Pupils Starting Points)

TEACH

REVIEW & IMPROVE

(Post Unit Assessment & Correctives)

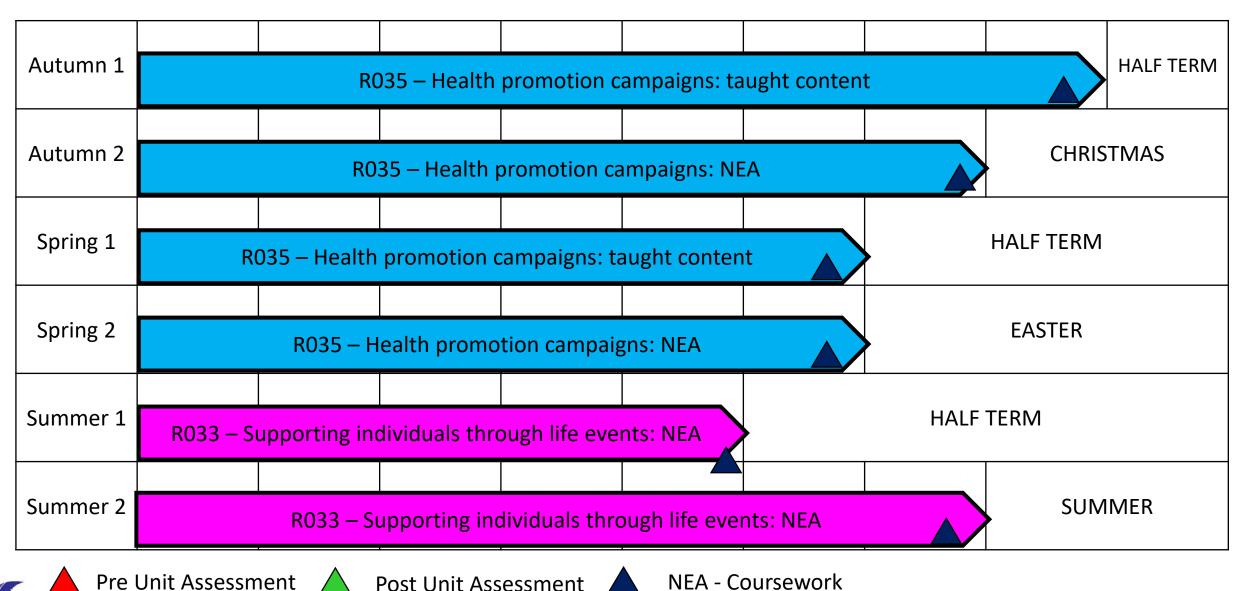
Formative Assessment

'A commitment that virtually ALL students can learn all important academic knowledge to a level of excellence if...

- allowed the *right* amount of time to learn;
- provided with the appropriate conditions to learn'.

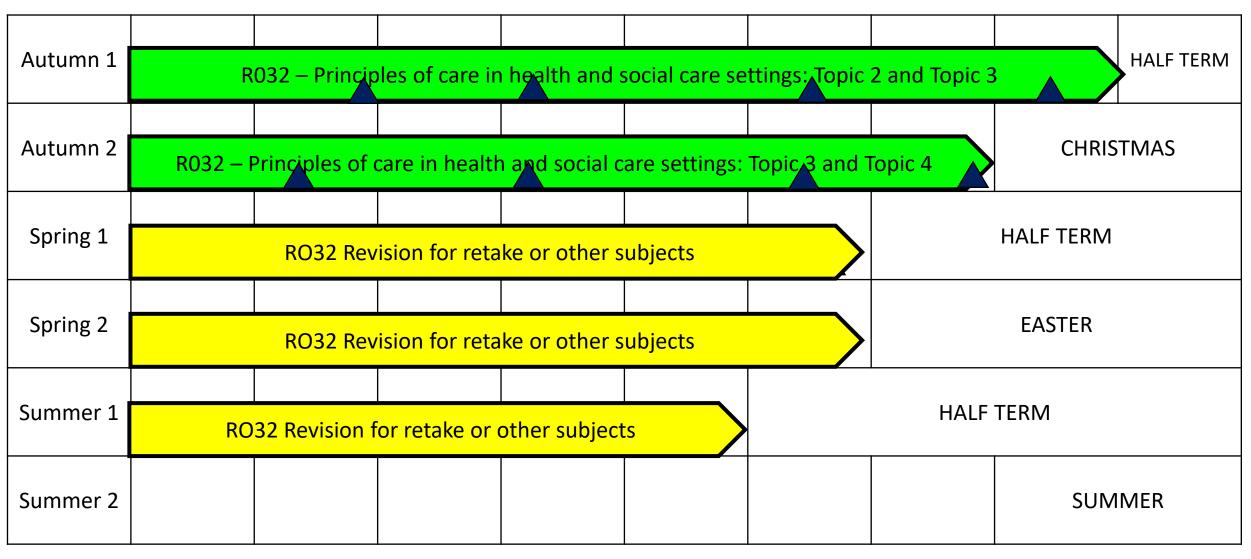


Year 10 LONG TERM OVERVIEW 2024-25 HSC





Year 11 LONG TERM OVERVIEW 2024-25 HSC







A MODEL FOR EXCELLENT TEACHING

Before the lesson

Have high expectations

So that...

We plan for a high level of challenge, believing that virtually all pupils can learn content and skills to a high level of excellence.

Contribute to curriculum design

So that...

The threshold concepts and learning to be taught are established for every Scheme of Learning prioritizing depth over breadth..

Plan instructional sequences

So that...

Using our expert subject expertise, students are able to master the factual and procedural knowledge required.

Develop your classroom climate

So that...

Excellent classroom routines are established and embedded and learning proceeds without interruption.

During the lesson

Provide stretch and challenge

So that...

Students have high expectations of what they can achieve.

Explain clearly and precisely

So that...

Students acquire new knowledge and skills.

Provide outstanding models

So that...

Students know what to do with the knowledge and skills.

Students engage in deliberate practice towards mastery.

Question effectively

So that...

Students are made to think deeply and accurately.

Provide feedback

So that...

Students know how they are doing and how to achieve excellence.

Assessment for Learning

Assess Formatively

So that...

Learning interventions and corrections can be used regularly to ensure all students achieve excellence.

Assess Summatively

So that...

We establish how well students have mastered the necessary knowledge, understanding and skills.

