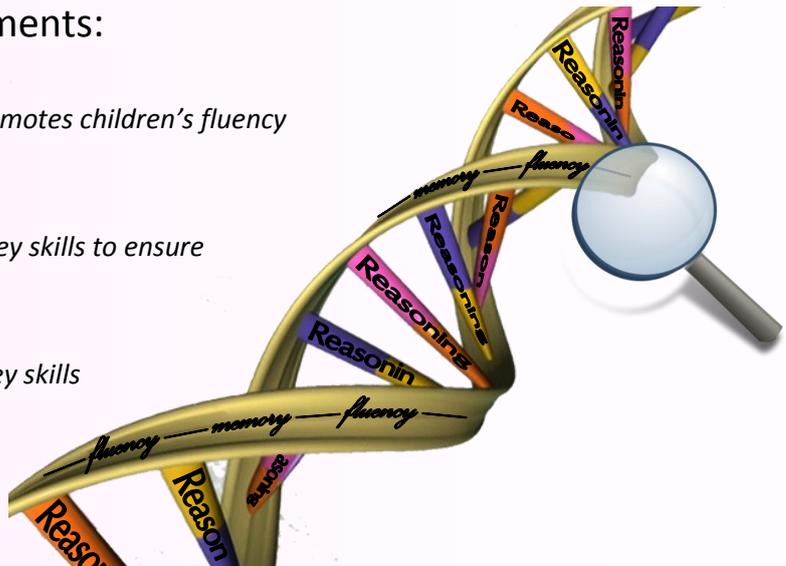


The initial aim of the **Learning Links** model was to meet the requirements of the DfE's *Assessment Principles*. However, in the course of its construction, the model's focus has widened. It now provides a progression for mastery learning within English and Maths. Assessment remains embedded within the system but is now a product of it rather than the sole focus.

Learning Links has four elements:

- **Learning Key Skills**
(clear progression in the basic skills promotes children's fluency in the curriculum)
- **Remembering Key Skills**
(frequent interleaved testing embeds key skills to ensure children stay on track)
- **Linking and Reasoning**
(reasoning and problem solving links key skills in order to foster mastery)
- **Assessment**
(ongoing tracking generates data)



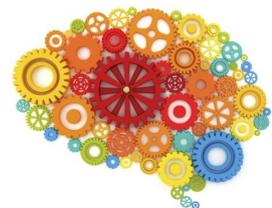
How the Learning Links model works:

Learning Key Skills — Key skills drawn from the National Curriculum have been mapped into sequential logs. A series of timed challenges mark the progression in these skills. These allow practice in order to attain fluency, help identify areas for support as they arise, and ensure consistency in provision.



Recalling Key Skills — Learning is only effective if it is remembered, so the **Learning Links** model spaces mixed tests throughout the progression of key skills. This high-frequency, low-stakes testing fosters recall and helps transfer recently learned information from the short-term to the long-term memory in order to cultivate mastery.

Linking and Reasoning — A rich core of reasoning runs through teaching and learning in the **Learning Links** model, tying together the strands of fluency in the key skills. With greater retention of fundamental skills, the emphasis in teaching and learning can shift towards mastery of mathematical reasoning, writing composition and deepening reading comprehension.



Assessment — Tracking progress through the key skills automatically generates data that provides information for analysis including the progress required in order to close any gaps to age-related expectations. This is compared to age-related expectations for individuals and is automatically collated into class, year and school-level information.