

The Tarl Approach: A Paradigm Shift to Accelerate Moroccan Pupil's Learning

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Abstract

For the first time, a comprehensive, multi-disciplinary remedial system has been introduced in Moroccan schools, designed to fill the gaps in students' fundamental knowledge. The system is based on the Teaching at The Right Level (TaRL) method, the principle of which is to relearn the fundamentals, according to the students' actual level, through interactive, effective and fun activities. This paper presents a summary of TaRL's initial impact after 4 weeks of remediation. The initial analyses of 63,000 pupils show a highly promising effect of teachers in pioneering schools on fundamental knowledge, in all three subjects and for all grades. Prior to the start of the project, a placement test was carried out on September in all the pioneer schools, involving 300,000 pupils. The results confirmed the deep crisis in learning: almost 80% of pupils hadn't mastered the fundamental skills taught the previous year. The vast majority of pupils were more than a year behind, making them highly vulnerable to the risk of failure in the rest of their school career. Within this framework, an "After-TaRL" test was carried out to measure the initial effects of remediation on fundamental knowledge. An initial evaluation period ran from November 1 to 3, during which all pupils in the schools were tested. Pupils' mastery rates in the skills assessed are multiplied by 4 in mathematics, by 3 in French and by 2 in Arabic. These initial achievements will need to be consolidated throughout the year, so that they become ingrained in pupils' long-term memory.

Keywords: TaRL; Pioneering Schools; Remediation; Fundamental knowledge; Impact