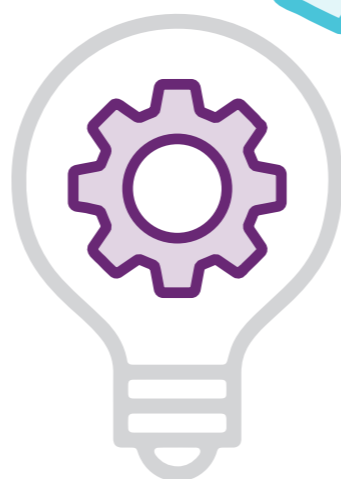


RETRIEVAL PRACTICE

- 1 Knowledge Organisers capture key knowledge to help pupils know more and remember more.
- 2 Teachers use a variety of low stakes quizzes to assess learning.
- 3 Most lessons start with a short review of prior learning in a 'Do Now' style activity.

ASSESSMENT AND FEEDBACK

- 1 Teachers evaluate pupils' learning moving around the classroom, checking for understanding.
- 2 A variety of usable formative assessment is used to inform planning and next steps in learning.
- 3 Pupils act on feedback in green pen, when appropriate to do so.



DISCIPLINARY READING

- 1 Teachers model reading fluency to pupils; pupils practise reading aloud when appropriate to do so.
- 2 Subject specific reading strategies are used to support reading comprehension.
- 3 Tier Two and Tier Three vocabulary are explicitly pre taught.

KNOWING MORE AND REMEMBERING MORE

- 1 The big picture is shared with pupils so that they can learn and understand why this is studied and why it is studied now.
- 2 Knowledge is interleaved to facilitate knowledge transfer from long term memory to working memory.
- 3 New material is presented in chunks to avoid cognitive overload.
- 4 Teachers model their thought processes by making the implicit explicit.
- 5 Teachers' questioning allows pupil to show their knowledge and extend their thinking and understanding.
- 6 Scaffolds for difficult tasks are used to extend thinking and support independence.

PRIORITIES FOR LEARNING AND TEACHING 2020-2023

TRANSFERABLE SKILLS AND VALUES

- 1 Teachers use the language of the three Rs to promote the highest standards of behaviour.
- 2 Teachers teach and use STAR and 'hands up' for silence to ensure that pupils learn consistent routines and behaviour for learning.
- 3 Pupils are provided with the opportunity to practise transferable skills to support learning.

