



At the beginning of a unit...

Memory Masters – We plan for 'Memory Masters' at the beginning of every unit of learning to **revisit**, **recall**, **revise**, **remember**, **reinforce**, **relearn** and **reflect** upon previously taught content. This enables them to **retain** key knowledge across the whole curriculum to know more and remember more.

We deliver and assess in a number of ways including, the use of Socrative using quizzes based on cumulative quizzes, the use of sentence starters to ensure we elicit key critical knowledge or practical tasks to show what key skills have been remembered. The Design Technology Lead has planned Memory Masters to ensure key concepts are recapped in readiness to deepen knowledge and understanding in the next unit.



In every lesson...

Feedback to feedforward – At the beginning of lesson, there is a feedback and feedforward element to review prior learning within the unit, in readiness to build connections.

New Learning and Guided Practice – The element of DT and the stage of the DT 5 step process is explained. Assessment of understanding through questioning and discussion ensure understanding of vocabulary and concepts. Questioning techniques are considered e.g. Cold Calling, Show-Me Boards, Probing Questions etc. Skills are modelled and narrated by the teacher as the 'expert'.

Independent Practice – Following modelling, children have the opportunity to develop their skills in each of the steps in the process. The recording method for each step will be different, from designing on paper or Tinker CAD to practicing skills like chopping and grating to peer reviewing a product to provide ideas for evaluation. These methods support assessment through live marking and discussion enabling misconceptions to be addressed.

Think Deeper – An extra challenge enables children to apply knowledge and understanding is assessed.

Let's Reflect – Learning Objectives are revisited to ensure children know what they have learnt. A key question is posed for children to answer. Sentence stems linked to oracy skills support this.



Throughout each unit...

During the reflection part of each lesson, one or two new questions are added, and these are all revisited during this part. These form a cumulative quiz that is used at the end of a unit as an assessment or for a Memory Master.



At the end of the unit...

Assessment is carried out through a complete cumulative quiz and a 'Show what you know' activity. The learning objective for each lesson is shared to support the answering of questions for each part of the DT 5 step process. Sentence stems are used to support this along with key vocabulary.

Retrieval...

Concepts, knowledge and vocabulary identified on unit knowledge organisers are revisited at the start of each new unit in the next year group. Memory master quizzes relate to these key skills and knowledge.

