



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 cumulative quizzes planned in previous units, the use of sentence starters to ensure we elicit key critical knowledge or practical tasks to show what key skills have been remembered. The PSHE Lead has planned Memory Masters to ensure key substantive concepts are recapped in readiness to deepen knowledge and understanding in these concepts, which include relationships, living in the wider world and health and wellbeing.



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 – A sub enquiry question is posed and key knowledge and concepts are introduced. Assessment of understanding through questioning and discussion ensure understanding of vocabulary and concepts. Questioning techniques are considered e.g. Cold Calling / Think, Pair, Share / Show-me Boards

Independent Practice – Following high-quality modelling, children develop substantive knowledge through the application of disciplinary knowledge in PSHE. Recording methods are carefully chosen to support key skills such as recognising and managing emotions, building positive relationships, communicating effectively and making informed choices about health and wellbeing. Through discussion and reflection, pupils explore similarities and differences, understand cause and consequence, and consider different perspectives, developing empathy and respect. These approaches support assessment through live feedback, enabling misconceptions to be addressed promptly.

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 enquiry question for each lesson is shared to support the answering of the overarching question. Sentence stems are used to support this along with key vocabulary.

Retrieval...

Concepts, knowledge and vocabulary identified on unit knowledge organisers are assessed at a distance through a range of retrieval techniques, including those from Kate Jone's Retrieval Practice books. These are mapped out throughout the year by the PSHE Lead in a 'Four From Before' format. There are retrieval sessions in every year group for PSHE that include one question from the previous year, one from the previous unit, one from the current unit and one from the last lesson.

