



At the beginning of a unit...

Memory Masters – We plan for 'Memory Masters' at the beginning of every unit of learning to **re**visit, **re**call, **re**vis**e**, **re**member, **re**inforce, **re**learn and **re**fect upon previously taught content. This enables them to **re**tain 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 Socratic using quizzes based on 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 RE Lead has planned Memory Masters to ensure key substantive concepts are recapped in readiness to deepen knowledge and understanding in these concepts across a range of religions and worldviews.



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 – Key knowledge and concepts are introduced, and it is explained that these will be learnt through the three ways of knowing: making connections, understanding the impact and making sense of beliefs. Assessment of understanding through questioning and discussion ensure understanding of vocabulary and concepts. Questioning techniques are considered e.g. pose, pause, pounce, bounce / think, pair, share / whiteboards / cold calling / lolly lotto etc.

Independent Practice – Following modelling, children have the opportunity to develop substantive knowledge through disciplinary knowledge. The recording method is deliberately chosen to support the different ways of knowing by learning through sacred texts, learning about core beliefs and practices and considering how the beliefs impact the community. These methods support assessment through live marking enabling misconceptions to be addressed.

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

Let's Reflect – Learning Objective and Success Criteria 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 RE Lead in a 'Four From Before' format. There is a discrete retrieval session in every year group for RE on Thursday afternoon that includes 1 question from the previous year, one from the previous unit, 1 from the current unit and 1 from the last lesson.

