

## **IMPLEMENTATION**

Every lesson has a focused learning intention (WALT), success criteria, subject specific vocabulary, clear teacher modelling, assessment for learning, scaffolding for some pupils and challenge for others.

Each lesson follows the structure of POMPA – prior learning; oracy with technical language; modelling; practise; assessment for learning. In addition, our CPA (concrete, pictorial, abstract) approach in maths lessons aligns with a PEER structure – Practise; Explain; Explore and Re-Apply.

The teaching at THS is designed to help children retain key learning and practise key skills – through addressing prior learning (previous years, weeks, days) and through creative and memorable learning experiences which stay in the memory bank of each child. The progressive curriculum is part of this consolidation of learning. The iterative revisiting of strands of the curricula at increasing levels of difficulty enables the children to retain, remember and reapply knowledge. New skills and notions are clearly related to previous learning through meaningful links, with the aim of progressively increasing competency. Along with explicit cross-curricular links children are supported to integrate new knowledge into larger ideas. End of topic ‘quizzes’ (summative assessment) allow teachers to establish where the gaps in long term memory exist and address them through future planning, consolidation, pre-teaching and intervention.

Understanding is systematically checked by teachers through a variety of Assessment for Learning techniques – WALT; SC; self-assessment; peer assessment; questioning; verbal & written feedback. The school’s marking notation is shared with the children and children are asked to respond to feedback accordingly. Where misconceptions are identified they are immediately addressed by staff.

Reading across the curriculum is strong – children have access to a variety of quality texts including First News; Poetry books; Junior National Geographic. All classes attend the Barnes Literary Festival each year. THS participate in the Spark Book Awards, ensuring that ALL pupils (PPG had the books bought for them) participated and voted on their favourite books. A love of reading is promoted through theme weeks, World Book Day, class book corners, library time and daily reading sessions, as well as exposure to high quality texts. Adults share their love of reading with children by modelling reading and discussing their opinions. Children participate in reading sessions, pitched at an appropriate level. The mechanics of reading is taught daily through the Little Wandle Validated Synthetic Phonics Scheme.