
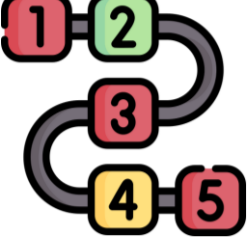



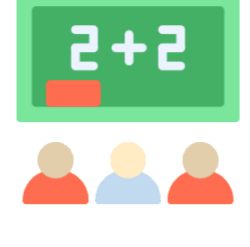








Curriculum Design

-  • **Inclusion / adaption** for all pupils
-  • **Logical sequencing** of the curriculum
-  • **Retrieval Practice** to retain information
-  • **Taught in small steps** so learning is manageable
-  • **Vocabulary** will be explicitly taught




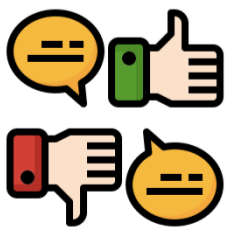

Teaching Strategies

-  • **Classroom environment (including management of staff)** is designed to support learning
-  • **Dual coding** will be used to reduce cognitive load
-  • **Explicit instruction** with a focus on clear explanations and what pupils are learning
-  • **Manipulatives** available for pupils
-  • **Modelling** how to do something
 -  • **Scaffolding** used as a temporary support
-  • **WAGOLLs** (What a Good One Looks Like) to show pupils what a good outcome looks like





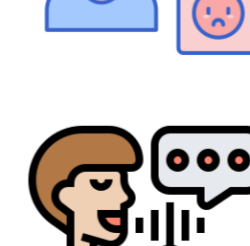
Quality First Teaching at Bosham Primary School



Assessment

-  • **AfL** is used to inform teaching
-  • **Live marking** in lessons
-  • **Summative assessment** used to check retention of learning
-  • **Targeted feedback** so pupils know what they need to learn
-  • **Targeted questioning** to check pupil's understanding

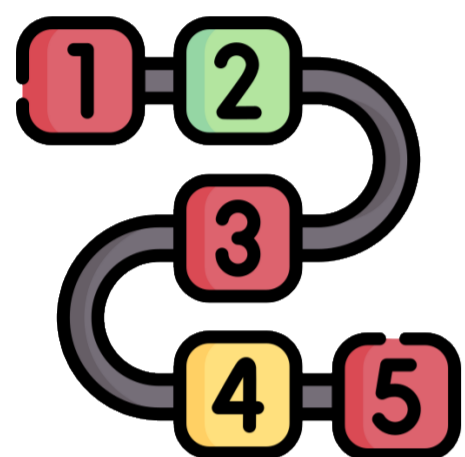
Pupil Interactions

-  • **Ambitious expectations** for all pupils
-  • **Collaborative work** with peers
-  • **Effective questioning** used to check understanding
-  • **Promote positive learning behaviour and recognition of school values** as crucial to good outcomes
-  • **Verbally rehearsing learning** before undertaking a task

Curriculum Design



- **Inclusion / adaption** will be available for all pupils so they have opportunities to work both independently and with support. By tailoring learning to individual needs, we foster confidence, resilience, and self-reliance while providing appropriate guidance. This balanced approach enables all pupils to achieve their full potential.



- **Logical sequencing** of the curriculum so knowledge & skills build on prior learning. A well-planned curriculum ensures that pupils build knowledge and skills progressively, laying strong foundations before advancing to more complex concepts. Logical sequencing enhances understanding, retention, and confidence. It prevents gaps in learning, fosters deeper connections across subjects, and supports all pupils in achieving their full potential through structured, meaningful progression.



- **Retrieval Practice** will be used regularly to strengthen pupils' ability to retain and recall knowledge over time. By actively retrieving information from memory, pupils reinforce their learning, make deeper connections, and prevent forgetting. This approach reduces cognitive overload, builds confidence, and ensures knowledge is embedded for long-term success.



- **Taught in small steps** so new learning will be broken down into manageable chunks. Learning in small, manageable steps is essential for deep understanding and long-term retention. By breaking complex ideas into smaller chunks, pupils can focus on one concept at a time, reducing cognitive overload and stress on working memory. This structured approach ensures mastery before progression, building confidence and sustained academic success.



- **Vocabulary** will be explicitly taught as it is essential that time is dedicated to teaching new words that the children will be exposed to in their learning experiences. A strong vocabulary is essential for pupils' academic success and lifelong learning. It enhances reading comprehension, communication, and critical thinking across all subjects. By explicitly teaching vocabulary, we equip pupils with the language they need to express ideas confidently, access complex concepts, and deepen their understanding, ensuring lasting educational progress.

Assessment



- **AfL** is used throughout lessons to ensure pupils are challenged appropriately. This allows staff to adapt what they teach to individual pupil's needs. This ensures pupils are challenged within lessons leading to them making sustained progress over time.



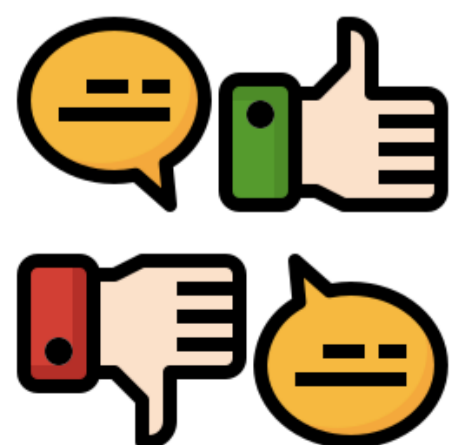
- **Live marking** so misconceptions are addressed early and at the point of learning. By discussing pupil's learning with them, while they are doing it, pupils are able to explain what they are doing and therefore deepen their understanding. If pupils are struggling to understand something then this is an opportunity for staff to model or scaffold to support them to understand their learning better.



- **Summative assessment** used to check knowledge and skills have been learnt and retained. It is important to check if what pupils have learnt and whether this has been retained in their long term memory. This is best achieved through summative assessments so any common errors can be taught in future lessons or targeted interventions can be provided for individual pupils.



- **Targeted feedback** so pupils know what they need to learn and how they need to achieve it (+ peer on peer). Pupils need to know what they are learning and how to do it before they can achieve it. They also need to know what success looks like and discussing this with another pupil or a member of staff helps them to achieve this.



- **Targeted questioning** to check pupil's understanding which will include asking pupils how they have worked something out and not just the answer. Focusing on how a pupil achieved or knew something is more valuable than if they know the answer. Unpicking the process of working something out allows the pupil to use this method again to work something out in the future and therefore deepens their understanding.

Teaching Strategies



• **Classroom environment** will be designed to support learning with key information accessible to pupils when they need it (e.g. key words for learning experiences or modelled examples in Maths displayed on walls). When resources are well-organised and easily accessible, pupils can focus on learning rather than wasting time searching or waiting. It also allows for efficient use of time, promotes independence, and fosters a sense of responsibility, helping pupils to stay engaged and on task. **Classroom management of staff**, grouping of children and use of peel away approaches to lessons. Learning is organised so the staff in each classroom have the maximum impact with the pupils.



• **Dual coding** is a powerful teaching strategy that combines visuals with verbal information to enhance learning. By presenting knowledge in multiple ways, pupils can process and retain information more effectively. This approach reduces cognitive overload, supports all learning styles, and strengthens memory recall, ensuring deeper understanding and long-term success.



• **Explicit instruction** is vital in ensuring all pupils develop a clear and secure understanding of what they are learning. By providing clear explanations, step-by-step guidance, and modelled examples, teachers reduce misconceptions and build confidence. This structured approach supports all learners, enabling them to progress effectively and apply their knowledge with independent practice.



• **Manipulatives** are essential in helping pupils grasp abstract concepts by providing hands-on, visual learning experiences. They support deeper understanding in subjects like maths and science, making learning more accessible and engaging. By using manipulatives, pupils can explore, experiment, and build strong problem-solving skills, leading to greater confidence and long-term retention.



• **Modelling** is a crucial teaching strategy that helps pupils understand new concepts and skills by providing clear, step-by-step demonstrations. It allows pupils to see expert thinking in action, reducing misconceptions and building confidence. Through effective modelling, teachers support deeper learning, enabling pupils to apply knowledge independently with accuracy and success. We use a 'I do, We do, You do' approach while also explaining our metacognition while doing it.



• **Scaffolding** is used as a temporary support which should be gradually withdrawn as pupil's understanding improves. It is used to help pupils master something before they can do it independently without that support.



• **WAGOLs** (What a Good One Looks Like) are used to show pupils what they are trying to achieve. This will include making pupils aware of what the success criteria they need to achieve this outcome is and why each aspect is important.

Pupil Interactions



- **Ambitious expectations** for all pupils by all members of staff. It is very important as it challenges pupils to reach their full potential and encourages a growth mind-set. Setting high standards fosters resilience, motivation, and a belief in their ability to succeed. It helps pupils aim for excellence, pushing them to engage deeply with learning and develop essential skills for future success.



- **Effective questioning** used to check understanding throughout lessons. It is crucial because it promotes deeper thinking, encourages pupil engagement, and helps assess understanding. By asking thoughtful, open-ended questions, we stimulate curiosity and guide pupils to make connections and reflect on their learning. It also allows us to identify misconceptions, provide targeted support, and challenge pupils to think critically.



- **Verbally rehearsing learning** through talk partners / conversations with staff (e.g. pupil conferencing) is important because it helps reinforce understanding and improve retention. By articulating concepts out loud, pupils actively process the information, making connections and solidifying their learning. This technique boosts confidence, aids in clarifying thoughts, and supports long-term memory, ensuring that pupils can recall and apply their knowledge effectively.



- **Collaborative work with peers** helps pupils to develop key social skills, build confidence, and deepen their understanding through shared ideas and problem-solving. It also encourages