Embedding learning into long-term memory/Continuous Provision.

Ofsted state and this is confirmed by research- **"Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned."**
This is one of our guided principles and therefore informs much of our teaching and learning practice.
Throughout every area of our curriculum, we aim to consolidate and embed learning at every possible opportunity. We do this through a number of systems and procedures as outlined below.

Homework- Phonics/Maths

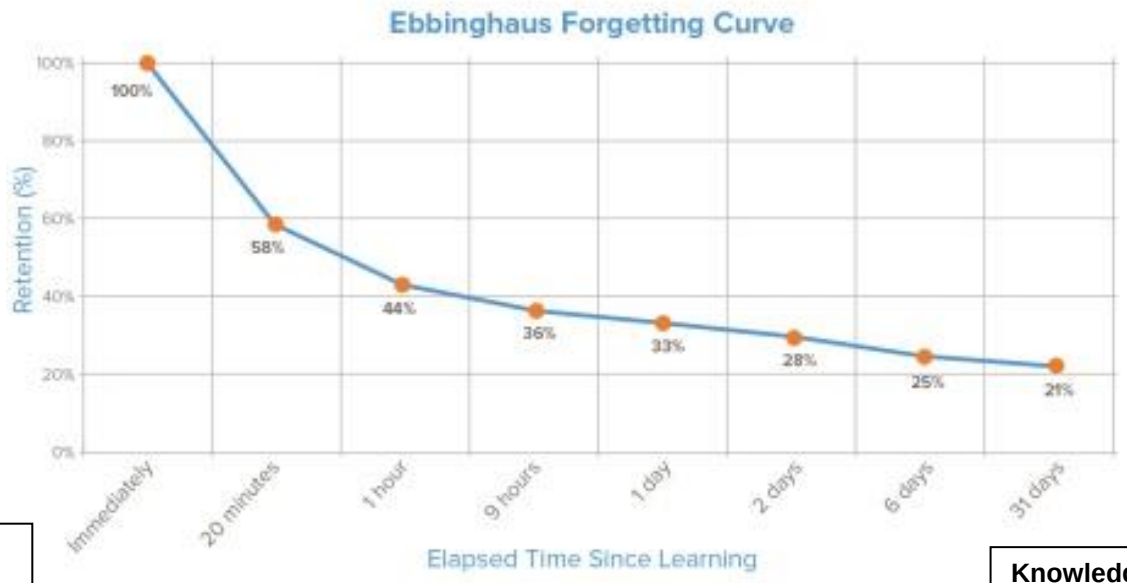
The weekly homework will be based on learning done in the previous week.

Statutory words

This is stuck into the back of writing books and on vocabulary mats. This acts as a continuous provision for them to refer to at a later time.

Vocabulary Cards

Vocab cards are displayed on working walls and added to as children encounter new and useful vocabulary. These are then referred to throughout the topic.



Knowledge Organisers

This is accessible in classrooms. This acts as a continuous provision for children to refer to at a later time that documents all the knowledge for the current topic.

Working Walls

Working walls are created around key skills in subjects that children can refer to. These stay up on the wall for as long as the children need.

Skills- Maths

Early Bird maths is a fluency based lesson that consolidates previous learning done at any point in the academic year.

End of topic quiz

At the end of a topic children are assessed on their knowledge and any gaps/misconceptions are addressed in the remaining weeks and passed to the next class teacher.

Knowledge /recap slides

Each subject has their own definition used across school and all of the children's previous learning linked to that subject is displayed and assessed by the Class teacher. Any previous learning is recapped that may support children with their current lesson. This is done at the beginning of every lesson