Wider Curriculum Assessment & Retrieval Guide 2025/2026

This document outlines our commitment to a **spiralised, inclusive curriculum** where assessment is not a final destination, but a continuous cycle of checking, plugging gaps, and deepening connections. Our philosophy is rooted in **ambitious equity**: we maintain high expectations for every child, ensuring that if it works for our bottom 20%, it provides a rigorous foundation that allows everyone to succeed.

Deliberately planned retrieval practice is part of Bligh's pedagogical approach, alongside CPA, oracy and Gradual Release of Responsibility. It supports: identifying gaps in knowledge,combatting the forgetting cure when information is not recalled,frees up working memory,supports cognitive load and helps children link new knowledge to old - creating schemas.

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1. Ambitious Content & Challenge for All

We do not "water down" our curriculum; instead, we "scaffold up." Our curriculum is designed to be intellectually demanding, exposing all pupils to rich vocabulary and complex concepts.

- **High-Floor, High-Ceiling:** Tasks are designed to be accessible to all (high-floor) while offering no limit to how far a pupil can extend their thinking (high-ceiling).
- **Cognitive Challenge:** We move beyond simple recall. Enquiry questions are framed to require analysis, synthesis, and evaluation, ensuring that even during retrieval, students are thinking deeply.
- **Academic Rigor:** By using a spiralised approach, we introduce themes early, revisiting them with increasing sophistication to ensure all students access an ambitious breadth of knowledge.

2. The Core Instructional Framework

We utilise a **Gradual Release Model** (I do, We do, You do) to ensure students move from guided instruction to independent mastery with confidence.

- **Spiralised Design:** Themes are revisited with increasing complexity. This ensures learning is **linked** and utilises **spaced practice** to move knowledge into long-term memory.
- **CPA Approach:** Where applicable, we use Concrete, Pictorial, and Abstract representations to anchor conceptual understanding.
- **Keep Up, Not Catch Up:** We prioritise immediate intervention. Teachers identify "concern" vs. "no concern" students in real-time and act before gaps widen.

3. The Retrieval Toolkit

Retrieval practice is the "glue" of our curriculum. It is key to ensuring that learning is made permanent and is the process of deliberately bringing information to mind from the memory, strengthening neural pathways and ensuring retention of knowledge.

Method	Application
Start-of-Lesson Retrieval	Questions specifically designed to link current learning to prior knowledge.
eBooks	There is an eBook per class, per subject for each academic year. Used as introductions to subject lessons,linking previous learning into new topics, for low stakes quizzes, planned retrieval times within week and children have access on their own chrome books.

Retrieval Boxes	Dedicated sections in books/folders for "flashback" questions from last week, last term, or last year.
Low-Stakes Quizzes	Frequent, non-graded checks that reduce anxiety while strengthening recall.
Entry & Exit Quizzes	Entry: Gauges readiness for the day's objective. Exit: Provides immediate data on who needs "keep up" support.

4. Technology & eBook Integration

We leverage **Chromebooks** and subject-specific **eBooks** to provide a bespoke learning experience.

- **Independent Revisit:** eBooks allow students to revisit units for self-directed retrieval or to catch up on missed learning.
- **Targeted Access:** Teachers use their assessment data to direct specific children to digital resources that "plug" identified gaps.
- **Anchoring Experiences:** Technology is used to provide immersive experiences that act as "hooks" for memory and provide context for ambitious content.

5. Teacher Assessment & Observation

Our assessment model moves beyond data entry to **responsive teaching**.

- **Formative Observation:** Teachers actively circulate during the "We" and "You" phases of the Gradual Release model to identify misconceptions immediately..
- **Gap Identification:** When a gap is identified, the teacher pivots to **revisit materials** immediately. We do not move the whole class forward if the foundations are unstable.
- **Inclusion by Design:** Assessment tasks are scaffolded to be accessible for all, ensuring that even our most vulnerable learners can demonstrate progress and find challenge.

6. Reporting to Parents/Carers

- Wider Curriculum assessments form part of our discussions at parent consultations and some information is shared within end of year reports.

7. Summary of the Assessment Cycle

1. **Check:** Use entry quizzes and retrieval questions to see what ‘stuck’.
2. **Teach:** Deliver **ambitious, high-challenge content** via the CPA and Gradual Release models.
3. **Observe:** Identify "concern" children through active monitoring.
4. **Plug:** Use eBooks, retrieval boxes, and immediate revisiting to close gaps.
5. **Review:** Use exit quizzes and low-stakes testing to plan the next spiral.

Every child is entitled to a curriculum that challenges them. By focusing on the accessibility required by our bottom 20%, we create a robust, high-clarity environment where every student—regardless of their starting point—is pushed toward academic excellence.