

Our Pupil's Learning Journey

To help our pupils to learn, know more, do more and remember more as well as preparing them for the next stage of their education, we use the **KEIRHARDIE** mnemonic to ensure our lessons are effectively sequenced.



K: Knowledge (What I already know) Knowledge Harvest

To check what our pupils already know, we use mind maps, knowledge organisers, knowledge harvest and carefully selected questions. For example, in the year 1 Art topic, Drawing Plants, the pupils were asked the following questions: What drawing skills would an artist use to draw plants? What is the difference between drawing and other forms of art? Religious Education in Year 4 starts with a big question, why is the Bible a special book?

E: Essentials (The words I need to know) Vocabulary

Our pupils learn words from the Academic word list and the General Service Word list, which covers nearly 90% of words in academic texts. These words are taught using Alex Quigley's tier system (Tier 1, 2 and 3) high-frequency words, medium-frequency words and low-frequency words. To provide more scaffolding, we use Widgeit to generate images of words and dual language resources. We also use a range of games to engage our pupils, to learn key topic specific vocabulary. For example, our Year 6 pupils are taught the word " Upcycling" in Design and Technology by playing a game called " Articulate". Teachers describe the word and pupils use the clues to guess the word.

I: Indulge (Enjoy & question) Explore

To develop the Cultural Capital, we provide hands-on opportunities for our pupils to explore and get excited about their learning, by using artefacts, live interviews with professionals/experts, workshops, educational visits, videos and pictures. A good example is, History Of The Page, this allows our pupils to learn History in an exciting way, experiencing the era they are learning facilitated by an expert in amazingly resourced sessions. Year 4 became Ancient Greeks for the day, immersing themselves, through enacting, dressing up and sampling Greek food. Year 6s became evacuees during World War 2, making the learning experiential. In addition to that, our Year 5s go to Fairplay House in Maldon and our Year 6s to Aberdovey in Wales the aim is to expose our pupils to life outside Canning Town, visit a beach, the countryside, a farm and develop key skills, including: communication, teamwork, problem solving and resilience.

R: Research (Find out and share) Research/ Oracy

Our pupils are always given the opportunity to find things out, either by visiting the library, using the internet, reading subject-specific curriculum books (which are fiction and non-fiction), exploring plants in our Green House garden, investigating and carrying out surveys for a product they are about to make. For instance, our Year 3s are given resources to investigate the relationship between an object's position in relation to a light source and the size of the shadow the object casts. Our Year 4's carry out a survey to establish the demand for the sandals that are about to make in Design and Technology, after learning about Ancient Greece.

H: Harness (Have a go) Knowledge and Skills

We use the National Curriculum to ensure that the necessary skills and knowledge are taught and in some cases go beyond the National Curriculum expectations if the pupils are ready to learn at that level. Due to the success of our Remote Education, our Year 6's were taught the structure of an atom and how electricity is generated. In Music in Year 3, our pupils were taught how to play the music notes C, E, G, D & A and were shown rhythmic values, specifically the crotchet (quarter).

A: Assess (Is it in my long-term memory?) Consolidation

To check what pupils know and can remember, we use a variety of strategies such as quizzes, updating a mind map, hot seating, sharing new learning. For example, in PSHE in Year 2, pupils used a graffiti wall, where pupils chose either a word, a picture or a symbol to show their understanding of safer relationships and respect.

R: Respond(Answer questions/ Solve problems) Applying Skills

Learning is made purposeful, pupils are given opportunities to apply their skills and knowledge and/ or draw on the other areas of the Curriculum. For instance, in Spanish Year 5 pupils apply their knowledge of Spanish vocabulary about seasons and the weather to write a weather forecast for Spain. In PE, Year 3 pupils apply the football skills by playing matches against each other.

D: Decide (How did I do? My next steps) **Exit point**

Learning objectives: Success criterias aid pupils to decide what they have learned at the end of a topic by updating their mind map or answering questions about their learning and identifying next steps.

I: Innovate (How and where can I use this?) **Make links**

As part of their reflection, pupils identify how they can make links with other subjects or transfer the skills they have acquired to other areas. For instance, pupils should be able to transfer their decoding skills into reading or writing. We recognise that the world of work is changing and we want to prepare our pupils for skills and jobs for the future.

E: Excel (How have I improved?) **Celebrate**

We want to inspire our pupils and celebrate their efforts. We achieve this in Celebration assemblies, through marking and feedback, certificates and communicating with parents, but most importantly empowering our pupils to be proud and celebrate themselves(peer and self-assessment) acknowledging their strengths and areas they can improve.