



Retention at St Michael's CEP School

At St. Michael's we recognise that retrieval practice must always be part the teacher's assessment toolkit, and the focus is always on identifying where gaps or misconceptions exist and building in time to subsequent lessons or review lessons, where these can be addressed through high quality feedback and quality first teaching. We never assume that children have grasped the knowledge and skills you are teaching them and that they need to be taught more than once before teachers attempt to retrieve them.

We acknowledge that retention must be built in to our curriculum both explicitly and discretely. Teachers have the flexibility to apply a wide range of retention strategies throughout their teaching and learning. Retrieval strategies must be low-stake to enable children to become confident and fluent in taught knowledge, skills and concepts.

We use a variety of quality and bespoke retention strategies to support our children to retain the key knowledge and skills required to enable them to leave our school ready for the next stage of their education.

In addition to daily retention activities, each Friday we have a whole school 'Flashback Friday' retention task where children complete an activity that involves revisiting learning from the current week, the previous week and the previous half term. We also have a whole school 'Knowledge Review Week' at the end of each term where teachers plan activities across the whole week to revisit critical learning objectives from the term prior. Teachers do this using a range of retention strategies and pedagogical approaches.