

6th February 2026

Mrs Griffin

Okay, first question. How do teachers help you to remember things you've learned before?

A.B (year 4 expected standard)

Maybe by going over it more than once.

Mrs Griffin

Perfect. What does that look like in the classroom? How are you encouraged to remember?

A.B

For example, you used to ask us what a gospel is. When we answered it correctly, it reminded me what a gospel means.

Mrs Griffin

So you're talking about the RE lessons we did, because I asked you questions in the following weeks to make sure you remembered. That's a really good example. Now think about different parts of lessons. Which parts help you think about what you've learned before?

A.B

In maths, our teacher reminded us that the denominator is the bottom number in a fraction, because people sometimes forget. She keeps reminding us so we remember it.

Mrs Griffin

That's a good example of giving you the foundational knowledge you need before moving on. But I'm thinking more generally — in history, science, or geography, what happens at the start of lessons to help you remember previous learning?

A.B

Sometimes at the start there's a question like, "Do you remember when we did this?" It helps you think about what we learned last lesson or last term.

Mrs Griffin

Lovely. Do you remember what those are called? Daily reviews. Tell me about daily reviews.

A.B

They're like flashbacks to what you did before.

Mrs Griffin

Yes — at the start of the day. How are they helpful?

A.B

They remind you what you've done before and help you focus more. Even if you learned it in the past, it helps you concentrate again.

Mrs Griffin

That's a good answer. How are daily reviews helpful?

A.B

They help you in your real lesson because everything builds on what you learned before.

Mrs Griffin

Exactly. For example, when we did the RE unit and had to learn about the Holy Trinity — what is it?

A.B

The Father, the Son and the Holy Spirit.

Mrs Griffin

Well remembered. And what is a gospel?

A.B

A gospel is good news — a story that shares good news.

Mrs Griffin

Lovely. Now, what happens if you don't understand something straight away in a lesson?

A.B

You can ask the teacher for help. It's okay not to know something. It's good to try first, but if you ask for help, next time you'll understand it better.

Mrs Griffin

Have you heard of "Brain, Buddy, Boss"? You try yourself first using your prior knowledge, then ask a partner, and then ask the teacher. It helps you be resilient. Is there anything in the classroom that helps you if you're stuck?

A.B

There are displays on the walls, like maths displays. They're not random — they show learning that helps you understand your work.

Mrs Griffin

Exactly. They're there to help you be independent before asking the teacher.

Can you give an example of when a teacher explained something clearly?

A.B

You did — when we learned about combinations in maths. You explained that if there are ten Oreos arranged in two rows of five, you can do 5×2 to make ten.

Mrs Griffin

That was last week's lesson! Can you give another example?

A.B

If we don't understand, the teacher explains it again. She gives reminders.

Mrs Griffin

Talk to me about “I do, we do, you do.”

A.B

“I do” is when the teacher explains and models it. “We do” is when we work together. “You do” is when we work independently.

Mrs Griffin

What’s your responsibility during “I do”?

A.B

To listen carefully and be respectful.

Mrs Griffin

And during “We do”?

A.B

To join in, put my hand up, and contribute.

Mrs Griffin

And during “You do”?

A.B

To work independently — but you can still ask for help if you need it.

Mrs Griffin

What school value does this encourage?

A.B

Resilience.