

RECALL AND RETRIEVAL



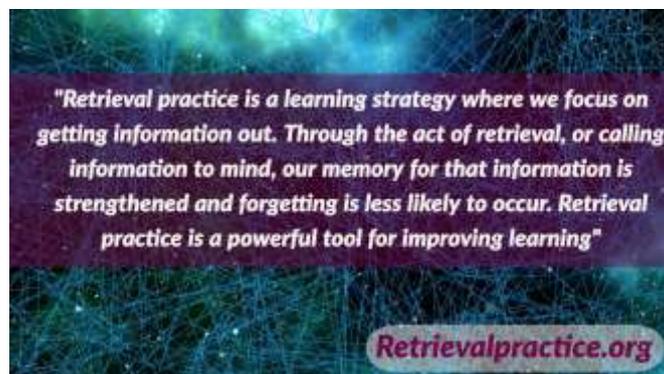
Recall: to bring (a fact, event, or situation) back into one's mind; remember

Retrieval: the act or process of getting something back.

We have held several professional development sessions with staff, to facilitate discussion around recall and retrieval. This has enabled staff to explore practice and share ideas, and to ensure effective and consistent age-appropriate approaches across the school.

Research shows that retrieval practice strengthens memory and makes it easier to retrieve information later. It involves recalling something you have learned and bringing it back to mind. When recalling information, we typically use a word or picture associated with it, increasing the likelihood that we will remember a concept or fact.

We use a number of strategies in school to develop the skill of retrieval and place an emphasis on recall as a method by which children can remember what they have learned and apply new skills and knowledge. There is a common thread of strategies throughout school in addition to the variety of age-appropriate methods within each key stage.



Common Strategies Used Across School

- All teachers ask children to recall learning from the previous lesson during the introduction.
- Feedback given to children following teacher marking (Refer to feedback sheets)
- Quick questions throughout the lesson: "mini-plenaries" to check children's understanding
- "What have we learned today" type quizzes and questions at the end of the lesson. Children recall information/facts that have been taught that lesson and children are encouraged to make links made with previous lessons within the sequence.
- Recall activities at the beginning of the day as an Early Bird type activity or lessons in which children revisit of prior learning. This can be from the previous lesson or further beyond e.g. last week, last term, last year, depending upon the age of the children.
- "Flashback Four" used in KS1 and KS2 in which children are set four questions about prior learning from a variety of units of work / calculations.
- Prompts, children's work and photographs on display in class to emphasise prior learning which children refer to.
- Paired talk during whole class sessions then children share ideas with the whole class.

- Books in class linked to topics that have been taught throughout the year.
- End of lesson or end of unit quizzes with answers shared or recorded in books
- Mind Maps and Mind Dumps. These can be used at the beginning of a unit: What do we already know? The information can be added to throughout the sequences of lessons or at the end of the unit

Foundation Stage

- Recall with small groups or as a whole class – “What have we learned today?” or “What did we learn yesterday?”
- Photographs from Tapestry are shared with the class/group to encourage children to talk about their learning and to recall previous learning.
- Photographs on display to encourage children to revisit prior learning or to apply skills independently through play based activities
- Routines are the same every day so children know what is happening next. This gives them the opportunity to consistently practise skills and recall knowledge e.g. number skills, days of the week etc.
- Songs and rhymes used throughout the day to embed knowledge e.g. counting, phonics etc.

Key Stage One

- “Morning Starters” – differentiated questions displayed on the Smartboard, linked to learning from previous week. Children record answers on their whiteboards to discuss.
- Games - recall questions set which become increasingly more challenging. When children answer correctly the ring the bell.
- “That’s Interesting” game. A fact is given to begin the game, children then add to this by recalling and retrieving knowledge. Children listen to the fact shared by the previous person and respond with “That’s interesting and...” to continue the game, this recalling a number of facts etc about a given topic/unit.
- Memory Games played throughout or at the end of the day in which children are given one word or fact and challenged to recall what they know and have learned
- 5 minute paired talk challenge. A book or picture is displayed using the visualiser and children are challenged to recall what they’ve been learning about

Key Stage Two

- At the beginning of lessons, facts are displayed on the board for children to discuss and expand upon to illustrate their learning
- Children use their books or knowledge organisers to recall prior learning and share this with teacher/class
- During teaching, children are set questions and challenges to share their knowledge from the previous lesson or within the lesson
- End of lesson plenary and marking is used to assess learning and is then addressed in following lessons
- End of unit written quizzes and assessments – when marked, feedback is given and any misconceptions addressed
- Maths meetings used
- At the beginning of a unit, children recall what they have learned in previous year groups
- Y6 – children create their own revision guides
- Y6 – a specific recap question or recall task is noted on planning
- Y6 – Guided reading is planned a half term ahead of writing so children recap the learning.

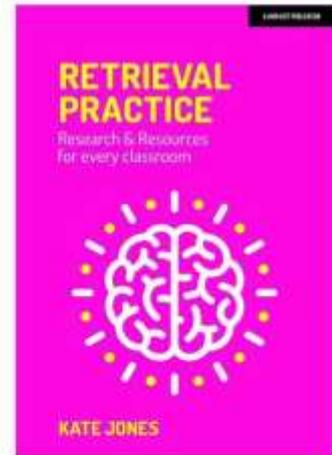
Retrieval

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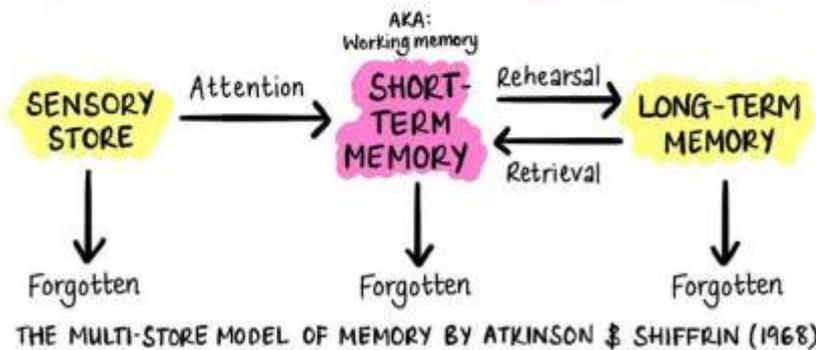
KATE JONES

Practice

The act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**



'Using your memory shapes your memory'



Peterson & Peterson (1959)

→ Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds!

RETRIEVAL STORAGE

→ how well information is embedded in long-term memory

RETRIEVAL STRENGTH

→ how easily a piece of information can be brought to mind when required

Learning = a change in long-term memory

'if nothing has changed nothing has been learned'

Meaningful learning is about producing organised, coherent and integrated mental models that allow people to make inferences and apply their knowledge. (Karpicke, J. 2012)

THE BENEFITS:

- ① Retrieval practice aids later retention
'every time you retrieve a memory it becomes deeper, stronger and easier to access in the future'
- ② Testing identifies gaps in knowledge
- ③ Testing causes students to learn more from the next learning episode
- ④ Testing produces better organisation of knowledge



- ⑤ Testing improves transfer of knowledge to new contexts



- ⑥ Facilitates retrieval of material that wasn't tested



- ⑦ Improves metacognition



- ⑧ Prevents interference from previous material when learning new content



- ⑨ Provides valuable feedback to teachers



- ⑩ Regular testing encourages students to study more



