

## Retrieval Practice at Eppleton

Teaching and Learning is continually evolving. At Eppleton, we make sure that the lessons that we deliver to our pupils draws from the most recent evidence about how pupils learn and retain knowledge in their long-term memory, how pupils build connections between their learning and how they are able to apply their knowledge into their lives.

One of the learning strategies we are using is **retrieval practice**. Retrieval practice refers to the act of recalling content that has previously been learnt by the pupils. By doing this, pupils strengthen and deepen their knowledge which they have learnt previously. We talk to our pupils about what they are learning, not what they are 'doing'.

Regularly accessing stored knowledge through effective retrieval practice strengthens the links between storage and recall. This is effective in creating easily retrievable, well-embedded knowledge for pupils to build future learning upon. In addition to strengthening knowledge, retrieval practice (When used effectively) can also highlight any misconceptions that need to be addressed as well as identifying gaps in knowledge that may need revisiting and reteaching.

The aspiration for our pupils is that they become increasingly aware of the importance of revisiting their learning and can identify the concepts which have been delivered, along with a deep knowledge of what has been taught. The resources that we use to do this are designed to support with this.


### Effecting Strategies for Retrieval Practice

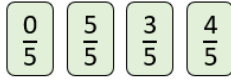
Retrieval practice requires recalling knowledge from memory, rather than restudying or revising knowledge, but it does not have to be completely cold without the use of prompts. At Eppleton, we use a variety of approaches to retrieval practice. As a staff, we have developed a school retrieval grid that is used from KS1 upwards alongside an ever-increasing bank of other retrieval activities and strategies. To avoid cognitive overload teachers, keep retrieval activities short and simple. Classroom routines are established to enable our children to focus solely on the learning. These resources are used across the curriculum to enable the children to remember more.

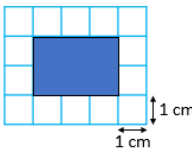
<b>Retrieval Pick and Mix</b>		
If you complete your work, pick one of the challenges below to complete and check what you		
<b>WHAT IS THE QUESTION?</b> Write down 3 answers (dates, key person, key vocabulary, place, thing). Can your partner write out what the questions that would fit your answers?	<b>HIDE and SEEK</b> Read a page in your book. Now turn it over and write down as many things as you can remember. Now turn back to your book and check your accuracy. Use a different colour to make corrections or add anything you missed out	<b>GIMME 5</b> Write down 5 things that you remember from the lesson
<b>SPILL IT</b> Jot, draw a picture or create a mind map of everything you know about the topic.	<b>2 FACTS &amp; A FIB</b> Write two truths and one lie about the topic. Can your partner or even your teacher identify the lie?	<b>FLASH CARDS</b> Write a key word, person or date on one side and the explanation on the other. Test your memory by quizzing yourself on either side - or ask someone else to quiz you.
<b>ODD ONE OUT</b> Write down 3 dates, places, people, things. Make sure 2 have something in common. Can your partner identify the odd one out?	<b>QUIZ A FRIEND</b> Create 5 questions to ask a friend. You could make it extra tough by including multiple choice questions.	<b>DOODLE IT</b> Draw pictures to represent key facts or vocabulary. It could be a simple drawing or something that reminds you of the answer.

In maths, lessons begin with a Whiterose Hub Flashback Four (or a similar activity), this links directly to learning from the previous session, the previous week, the previous topic and something that is coming up in the learning sequence. The children recall prior learning and practice these concepts throughout the year.


Flashback 4
Year 3 | Week 8 | Day 4

1) What fraction of a metre is the line?  


2) Order the fractions from greatest to smallest.  


3) What is the perimeter of this shape?  


4)  $2 \times \square = 16$



Other activities that are used to support the recall and retrieval are:

- Multiple-choice questions
- Sentence openers
- Short answer questions
- Matching pictures/ definitions to vocabulary
- True or false questions
- Labelling a diagram
- Creating a list
- Retrieval grids
- Games (adapted for areas of the curriculum taught)

### Retrieval in the EYFS

Research has shown that retrieval practice is equally important in the EYFS: improving self-confidence, boosting attention and indicating gaps in pupil’s learning. At Eppleton, in the EYFS, teachers and practitioners provide scaffolding to help our younger pupil’s remember information during retrieval practice. By scaffolding, our staff can help pupils’ to recall more information. For example, instead of asking broad questions like, “What do you remember about sloths?”, additional prompts are provided (e.g., “What do you remember about how sloths move? or “What do you remember about what sloths eat?”).

Most strategies used, involve verbal retrieval practice activities, asking specific retrieval questions (instead of general ones) and provide corrective feedback. The use of continuous embedded routines in EYFS help our children to focus on the learning rather than the procedures as they stay the same everyday.

### Summary

Retrieval practice works well in regular short bursts and is more effective if it is done on an ad hoc or as-needed basis, rather than being at a specific time each day or timetabled into the school week. However, retrieval practice is part of the classroom routine and embedded in daily practice. Our staff have the skills and tools required to use retrieval practice effectively, alongside the autonomy to choose how and when it happens, which in turn empowers our pupils to succeed in their education.