

Supporting children by using retrieval across the curriculum



What is it?

Retrieval practice is a strategy used to bring prior knowledge and learning into the mind. By deliberately recalling information, pupils boost their learning by pulling out previous knowledge to make deeper connections between new learning and concepts.

Why is it important?

Every time a child recalls learned information from their memory (with little to no support) they make stronger connections. When information is retrieved or an answer is generated, the original memory becomes stronger and easier to access in the future.

Pupils should and are provided with frequent, regular and brief opportunities to rehearse and remember previously taught information and materials. Every time a child retrieves a memory it becomes more deeply embedded and is easier to access in the future when applying it to new learning.



REGULAR RECALL OF INFORMATION

Explicit retrieval questions
Review and do
End of unit quizzes



QUIZ

Quick fire questions, targeted retrieval questions. Explicit retrieval lessons. Self quizzing. Interrogate the teacher questions to promote retrieval.



SELF EXPLANATION

Pupils justify their answers by retrieving information from the text or resources. Pupils record a version of their answer or explanation. Responses questioned to correct or deepen understanding.



ELABORATIVE INTEROGATION

Work in pairs or small groups. Pupils look at the how and why. Pupils justify learning.



TELL THE STORY

Tell the story of the process to a partner. Partner tells the story too. Rehearse and improve using each of the ideas.



SUMMARISE

Pupils provide a summary of a process or topic. Success criteria or good examples. Pupils check and edit.



MAPPING OR DRAWING

Create mind maps. Draw the process or label diagrams. Check what is included – what was right? What needs correcting?



TEACHING

Provide success criteria and steps. Pupils teach the teacher. Pupils teach each other. Presenting to the class.