What strategies do we use to ensure pupils retain information in the long term memory?

Long term memory

Retrieval practice

S.P.A.C.E.D L.E.A.R.N.I.N.G

Interleaving

Low stakes testing

Retrieval Practice

- When we think about learning, we typically focus on getting information into students' heads. What if, instead, we focus on getting information out of students' heads?
- Retrieval practice is a learning strategy where we focus on getting information out.
- What we do at Fort Royal to demonstrate retrieval practice:
 - Learning checks
 - Key questions
 - Sequential learning

S.P.A.C.E.D L.E.A.R.N.I.N.G

- Spacing is a powerful strategy that boosts learning by spreading lessons and retrieval opportunities out over time so learning is not crammed all at once. By returning to content every so often, students' knowledge has had time to rest and be refreshed.
- What we do at Fort Royal to demonstrate SPACED LEARNING:
 - Learn in two week blocks that are revisited
 - PSHE curriculum blocks are revisited every year

Interleaving

- Interleaving boosts learning by mixing up closely related topics, which encourages students to develop the ability to distinguish between multiple concepts.
- What we do at Fort Royal to demonstrate interleaving:
 Teach concepts together e.g. multiplication and division, addition and subtraction
 - One topic per half term that encompasses science, history, music, geography, art etc.
 - Teach ICT within the curriculum not standalone

Low stakes testing

- Assessment as learning: using testing to deepen and advance learning.
- What we do at Fort Royal to demonstrate this:

Questioning

P9+ self assessment

Quizzes

Peer assessment

Games

Education City games/ tests

All the other strategies that we use:

- Repetition (PECS)
- Play
- Multi sensory approaches
- Signalong
- ► EHCP targets independence, fluency, maintenance and generalisation (MAPP assessment)