

How we Support our Children to Remember More

Interrupt forgetting by using a range of different retrieval techniques of **flashbacks**, which revisits content from the current year and previous years and key stages. These are short and snappy to not interrupt new content.

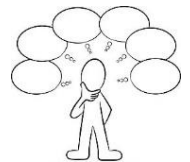


We offer **reflection time** through self-assessment and plenary sessions.



Classrooms promote retention with reference points e.g. working walls, timelines, maps, table prompts, maths and English content aids etc.

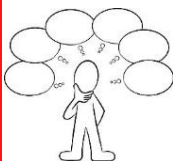
Encourage **active participation** by offering engaging lessons utilising Kagan structures (see Kagan toolkit) to ensure whole class participation (e.g. randomiser, lollipop sticks)



Add sprinkles- provide **enrichment opportunities** such as education visits, themed days, extra-curricular clubs and visitors to further engage and aid connections.



Anchor knowledge through a topic-based curriculum hinged on high quality texts that offer subject rich content.



Encourage the use of **high-quality talk** within the classroom by utilising **high-order, effective questioning** to encourage deeper thinking.

Help children **connect emotionally to learning** by using various strategies such as high quality texts, scenarios, case studies. As much as possible, learning is given a context, purposeful and where possible linked to careers.



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We use **scaffolding** to support children's retrieval. For example, you could try ideas, such as a multiple-choice quiz, true or false questions, labelling a diagram, creating a list or completing a visual organiser.

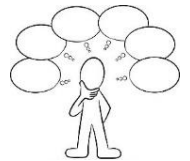


Provide **in the moment feedback and encourage discussion** so that pupils can reinforce any knowledge they need - simply providing answers does not improve retrieval.



Our curriculum is designed so that content is **chunked with built-in breaks to space learning**. Our spiral curriculum enables knowledge, skills and vocabulary to be re-visited.

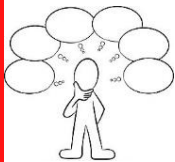
We use **knowledge organisers**, which children can create and then refer to once they have reached the end of a topic.



Provide opportunities to practise concepts across the curriculum and to make **strong links** between subjects. **Orienteering courses** provide opportunities to retrieve knowledge during PE lessons.



Keep the level of challenge appropriate ensuring adaptations are made to offer support and stretch children.



Use techniques such as **songs, mnemonics, dual coding and acronyms** to support pupils to embed knowledge in their long-term memory.

Through a range of retrieval practices, **misconceptions** are identified and these inform future teaching. Knowledge is re-taught if necessary.

