

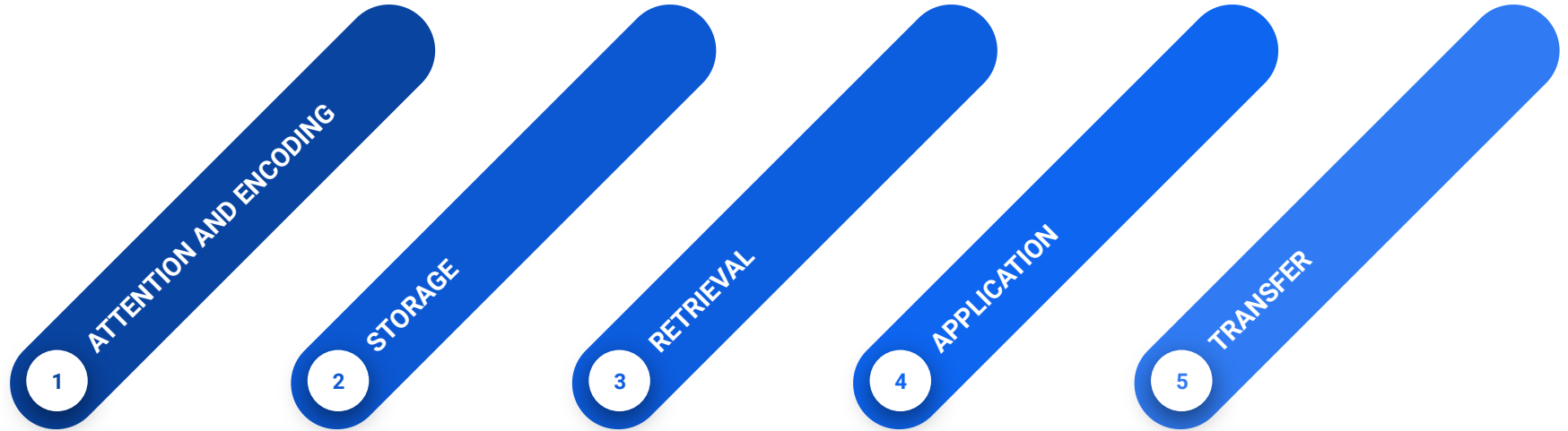
Retrieval Practice

Staff meeting November 2022
Updated May 2023

Retrieval Practice

- Transferring information to long-term memory.
- Being able to access and recall information from long-term memory with ease and accuracy.
- Actively and deliberately retrieving information from long-term memory.
- Should NOT be just the final part of the learning process.
- Is NOT just the recall of isolated facts.
- Pupils need to be able to apply knowledge and transfer it to different contexts, making links with new or prior learning.
- Low stake quizzes should be a mixture of multiple choice and short answer responses

Retrieval Practice format



What are we doing already?

- End of unit quizzes
 - Kahoot
 - Google Forms
 - PPTs
- Heard the Word vocab elicitation - at start of unit and then revisited at the end
- Elicitations (with specific questions to respond to) at start of unit and then revisited at the end
- Keeping it low key, non-threatening and fun

What do we need to be mindful of?

- How do we know that the retrieval practice sessions are challenging enough?
- How do we ensure we pick up on and address misconceptions that come out of retrieval practice?
- How do we ensure that pupils are not overloaded?
- Are we 'assessing' the correct knowledge? - core concepts and vocabulary
 - Non-essential knowledge should not be tested

What do we need to do now?

- How are we building in day to day retrieval practice?
- How do we plan in retrieval practice into our teaching?
- How are we giving feedback to the 'quizzes'?
- Effective spacing of retrieval practice.

SEND/Vulnerable pupils

Keep in mind - phrase from KA - “What have you learnt before that could help you with what you are learning today?”

Kate Jones (orange book) Retrieval Practice p163-172

Use information from My Profile docs to inform how your SEND pupils learn - what do they need to help them?

How can we help our vulnerable/SEND learners with this?

- Reference points - object, image, words = multi sensory
- Songs/Retells/Video clips
- Pre-teach units - child could become the teacher
- Child led - e.g. Maths buddies
- Heads up - giving them notification that they will be asked about it at a later stage
- Beat the teacher
- Practical hands on learning experiences e.g. building a model of what's been learnt.
- Market place - pupils sharing learning and picking up learning
- Object - what is it related to?
- Curiosity cube

- Choice of units/topic - making the links
- Memory match cards
- CP learning - exploring, investigating, practical, experiences
- Register in French
- Stem sentences/Parrot responses
- Co-dependent stem sentences (copyrighted GR)
- Flash cards
- Life experiences - Primary Bucket List (copyrighted GR)
- Repeated telling
- Using pupil interests
- Role play
- Make the pupil an active participant in their own learning - own the consolidation

Examples to consider

(taken from Kate Jones Retrieval Practice books)

Online quizzing tools

- Google Forms
- Google Jamboard
- Kahoot

<https://kahoot.com/>

- Mentimeter

<https://www.mentimeter.com/>

- Carousel

<https://www.carousel-learning.com/>

- Quizizz

<https://quizizz.com/?lng=en>

- Quizlet

<https://quizlet.com/en-gb>

- Get Plickers

<https://get.plickers.com/>

Retrieval websites

<https://www.retrievalpractice.org/strategies/2018/9/28/retrieval-grids>

Brain dump

Pupils write down on whiteboards as much as they can about the given topic/unit.

This could be timed e.g. 5 mins to...

Or as much time as you choose.

Quite a useful starter for lessons



The Leitner system

<https://www.youtube.com/watch?v=d9u3KxGCio8>

Cops and Robbers

Your own knowledge and recall...



Information you have 'stolen' from your peers....



Individual spotlight - Key figure you are studying

How would you describe this person?

What is this individual best known for?

Who else is connected to this person?

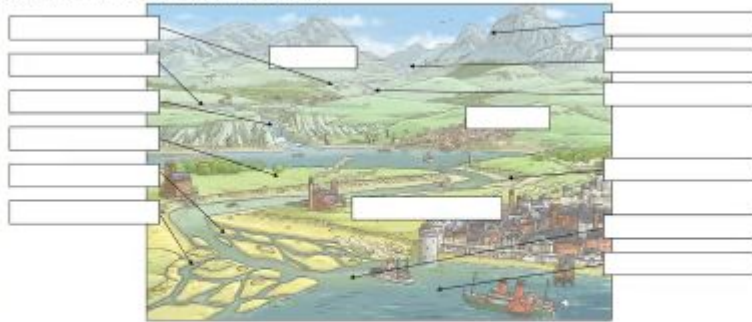
What other key facts can you recall about this person?

Create a question where the key individual is the answer.

Label key features of...

The Geography of a River

Using the word bank, can you label the river's key features?



Word Bank

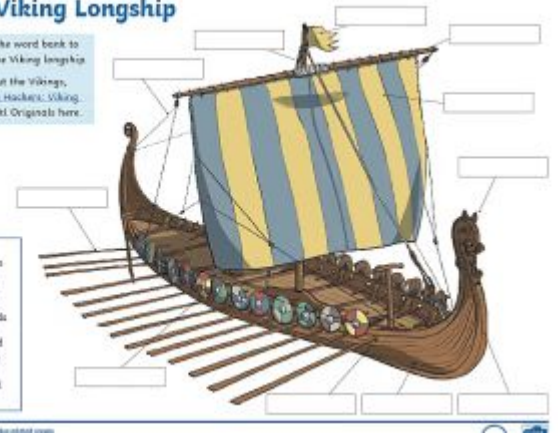
tributary	bay	waterfall	erosion	downstream
delta	floodplain	basin	meander	mouth
source	bank	upstream	oxbow lake	valley

Use Bank One in pairs or small groups of 3-4. Use the word bank to label the features.

Label the Viking Longship

Use the words in the word bank to label each part of the Viking longship.

For a story about the Vikings, download 'Military Hackers: Viking Voyages' from Twinkl Originals here.



Word Bank

dragon	ropes
head	sail
hall	shields
keel	wind
mast	flag
oarholes	yard
ears	

Use Bank One in pairs or small groups of 3-4. Use the word bank to label the parts of the longship.

The Human Skeleton



Misconceptions retrieval

Misconceptions can be general, based on on previous lessons or classwork. Often ones that pupils can find confusing, tend to always get wrong or aren't necessarily true to begin with.

Misconception	Correct or better answer - try to use explicit evidence where you can.

Picture prompt

Explain in your own words, from memory, how each picture/symbol is linked to what we have studied about Howard Carter and Tutankhamun:



Retrieval Grids

This week 1 week ago 2 weeks ago 3 weeks ago

When did the Vikings land in Lindisfarne?	What 8 things did the Vikings raid/trade for?	What did the Vikings use to waterproof their longships?	Which character causes mischief on the World Tree?
Where did the Danish Vikings invade?	What is the name of the World Tree in Viking mythology?	How did the Vikings travel to different countries?	What does the word Viking mean?
Name three of the realms of the World Tree.	Why were the longships designed to be long and narrow?	What continents show evidence of Viking settlements?	Explain the reasons the longships had more than one way to be powered.

Retrieval placemat

What keywords
did we learn last
week/term/unit?

What were we
studying last
week/term/unit?

Explain the key
concept of...

Ask your partner 3
questions based on
our learning this
week/term/unit.

List 3 key facts from
the last
lesson/term/unit.

Keyword grid

Pupils have to write short definitions for each of the words and then put into a paragraph to then share with a peer. Partners then edit each others to make a stronger piece of writing.

Conclusion	Hypothesis	Fair Test
Variable	Results	Observation
Prediction	Measurements	Scientist

Retrieval Rocket

The rocket can only launch when the class state 5 (number can change depending on the concept) key facts.



Walkabout Bingo - grid can be bigger

Pupils ask each other the questions to retrieve the information. Can only ask peers one question each.

<p>Q. What is the name of the god who is the creator?</p> <p>A. Brahma</p> <p>Name: Sebby</p>	<p>Q. What is the name of the 3 gods?</p> <p>A. Trimurti</p> <p>Name: Carrie</p>	<p>Q. What are the 3 main stages of life represented by the gods?</p> <p>A. Creation, preserving, destruction</p> <p>Name: Daniel</p>
<p>Q. What was the first sound heard?</p> <p>A. 'Om'</p> <p>Name: Bella</p>	<p>Q. Who do Brahma, Shiva and Vishnu represent?</p> <p>A. Brahman</p> <p>Name: Reuben</p>	<p>Q. What does the 'om' sound represent?</p> <p>A. Creation</p> <p>Name: Jack</p>

Thinking and linking grids

Pupils, in pairs, roll their dice. Say they roll 2, 3, they have to explain how 'lies' play a part in Macbeth. They roll the dice again, they roll 1, 4, they then have to explain how 'lies' link to ambition in Macbeth.

	1	2	3	4
1	Macbeth	Appearance	Duncan	Ambition
2	Superstition	Witches	Lies	Malcolm
3	Banquo	Guilt	Donalbain	Reality
4	Macduff	Power	Lady Macbeth	Supernatural

Big Questions

Big Question: What are the main causes of climate change?

Big Question: What melting ice cause sea levels to rise?

Big Question: Who has been displaced due to climate change?

Big Question: Can climate change be reversed?

Expand and elaborate

Sound is vibrations	
Sound travels slower than light	
Sound travels fastest through solids	

Provide a series of facts/statements that you have studied. Pupils then have to expand on each one and elaborate as much as they can.

You could provided key dates that the pupils have to explain what happened at that time.

Finish the answer...

Give pupils a sentence starter (or a collection of them) and they then must complete the rest of the answer.

e.g.

The Romans were not successful on their first attempt of invasion of Britain because....

It was not until..... that they managed to invade.

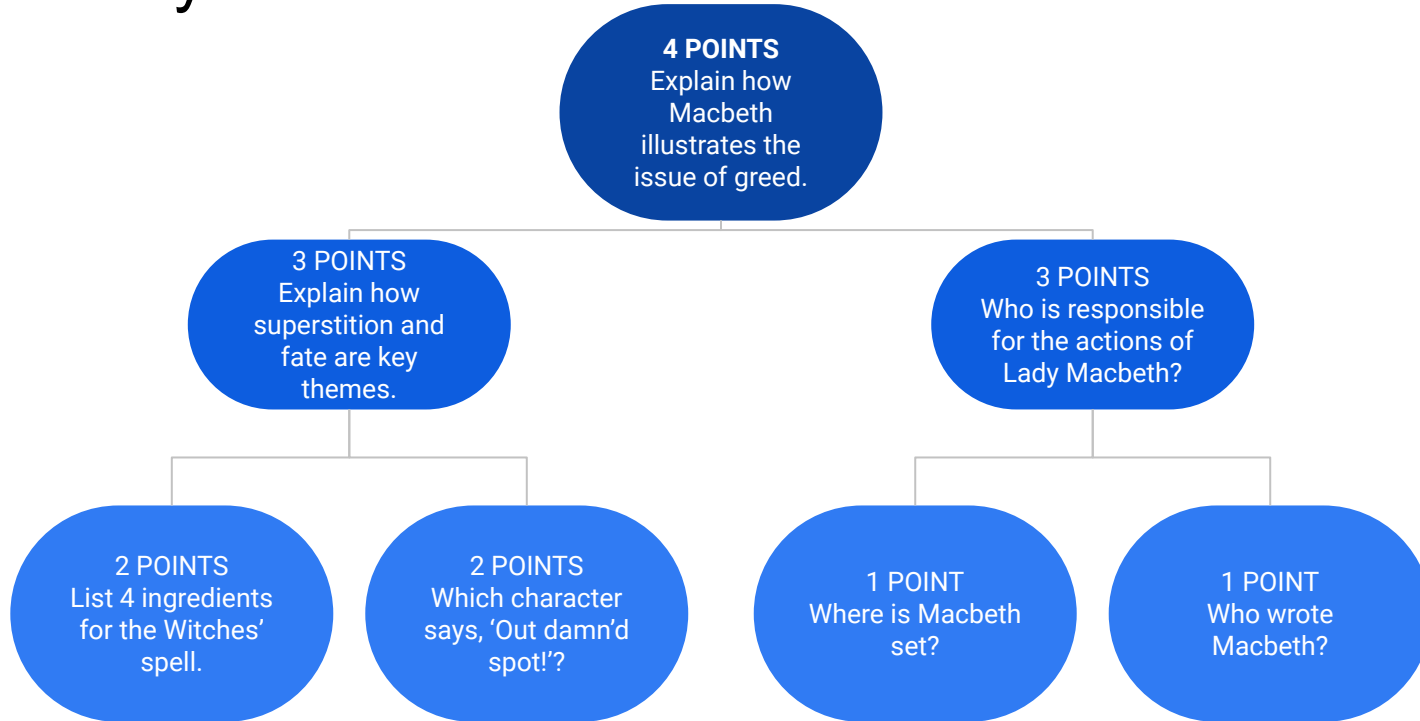
They were led by..... and they were successful because.....

List it

Give pupils categories with numbered bullet points. They have to list as many points as they can for each category.

2D shape	3D shape	Types of lines
<ol style="list-style-type: none">1.2.3.4.5.6.7.8.9.10.	<ol style="list-style-type: none">1.2.3.4.5.6.7.8.9.10.	<ol style="list-style-type: none">1.2.3.4.

Retrieval Pyramid



Retrieval register

Use taking the register as a way of dropping in some retrieval practice.

Pupils must respond to the register with a fact about the area you have chosen.

You could start from any place in the register so it is not always the same pupil first etc.

Challenge - they cannot repeat a fact that has already been said.

Retrieval Relay Race

In the first box write as much as you can remember about our topic.

In the second box, one of your peers must write what they can recall about the topic, but cannot repeat anything you have already written.

This is the same instruction for box 3 and box 4, but with a different peer for each box.

Retrieval Tennis

Working in pairs.

Take turns to recall a fact about chosen area of study. They cannot repeat anything they have already said or anything their partner has said.

Go back and forth until they cannot offer any more information.

No need to keep score/points.

How long can they keep the volley going?

A-Z keywords

Pupils given A-Z sheet.

Pupils to list key vocabulary of given topic.

Can be done individually or in pairs.

Can be done multiple times throughout the unit to see if any more can be added.

Write vocab in different colours each time they do it to see progress.

Keyword spotlight

Give pupils a keyword. Using the grid below, they have to experience the keyword in different ways.

KEYWORD:

Use the word correctly in a sentence:

Create a question where the keyword is the answer:

In your own words write a definition:

What other words are connected to the keyword?

Draw a picture to illustrate the keyword:

Fill in the gaps

If key dates are a focus, this could be a quick retrieval practice to use. Pupils to fill in the dates missing or the event that goes with the date.

1939

1940
Dunkirk

1941

1945
End of WW2