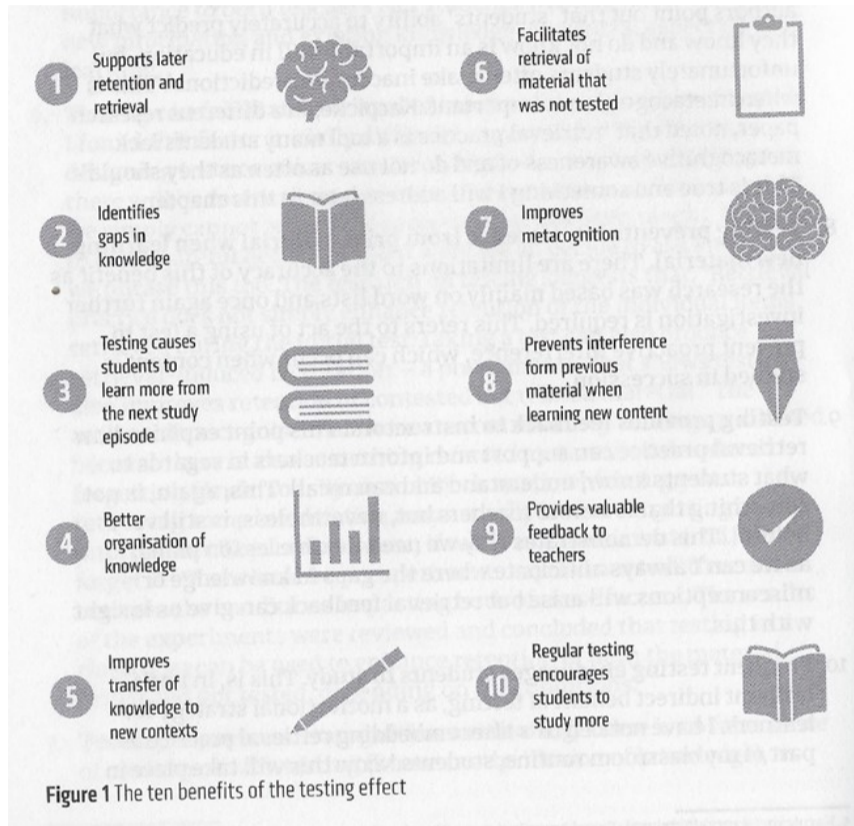


TEACHING & LEARNING JOURNAL - EDITION 36

Retrieval Practice Resources and Research for Every Classroom by Kate Jones

Zoe Potter -

I chose this book because of the need to improve our student's ability to retrieve information and use it to answer questions in exams. Since the introduction of the new GCSE in 2015 this has become more important than ever.



Retrieval practice is a strategy that brings information to mind, enhances and boosts learning. Deliberately recalling information forces us to pull our knowledge "out" and examine what we know.


Kate also emphasises that there are both direct and indirect benefits from using different types of retrieval techniques. She has helpfully produced this infographic summary of the ten benefits that she has identified.

Most of us are now familiar with the 'Ebbinghaus Forgetting Curve' and the need to consolidate information from lessons at regular intervals. Retrieval Practice is also a central element to Rosenshine's Principles of Instruction.

Although I still believe that it is at times appropriate to start a lesson with an interesting and engaging task that stimulates enquiry, it is important that the tasks also enhance the learning required in the lesson. We have moved away from snazzy and clever starters that could sometimes take over the lesson and lead to little actual learning. Kate's book also contains many examples of ideas to use in the classroom.

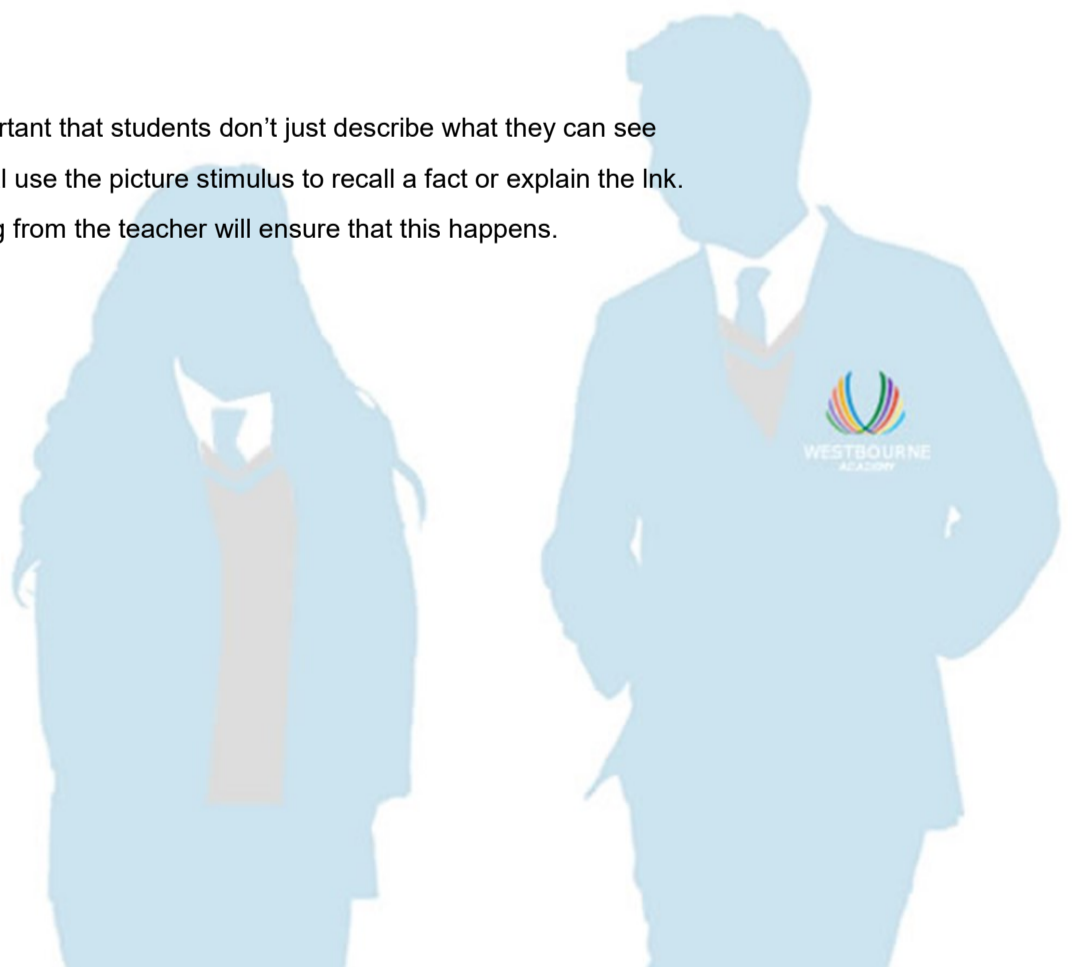
Picture Prompts

Plenary



Choose three pictures and explain the link to your learning about Mansa Musa and Mali

It is important that students don't just describe what they can see but actually use the picture stimulus to recall a fact or explain the link. Modelling from the teacher will ensure that this happens.





Retrieval Grids

Challenge Grid How many points can you make in five minutes?		
1. Who discovered that the jaw only had one bone? (1)	2. What chemical cure did Paracelsus discover? (1)	3. Which king supported the Royal Society? (1)
4. Name two medicines brought back from the New World. (2)	5. Name two causes of disease in the Renaissance. (2)	6. Who were the 'quack doctors'? (2)
7. Explain two changes in the treatment of the plague (2)	8. How did the printing press help develop medicine? (3)	9. Explain one reason why medicine was slow to change in the Renaissance period. (3)

I often print copies of these for students to put in their books so that they can use them to keep practicing with parents or friends.

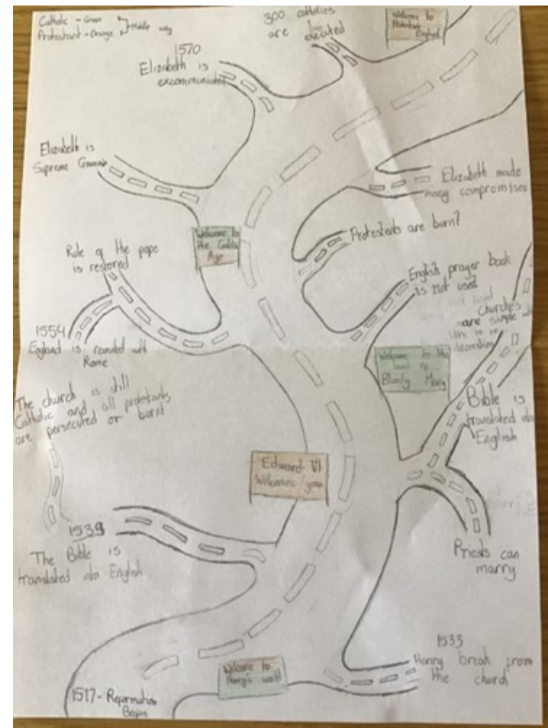
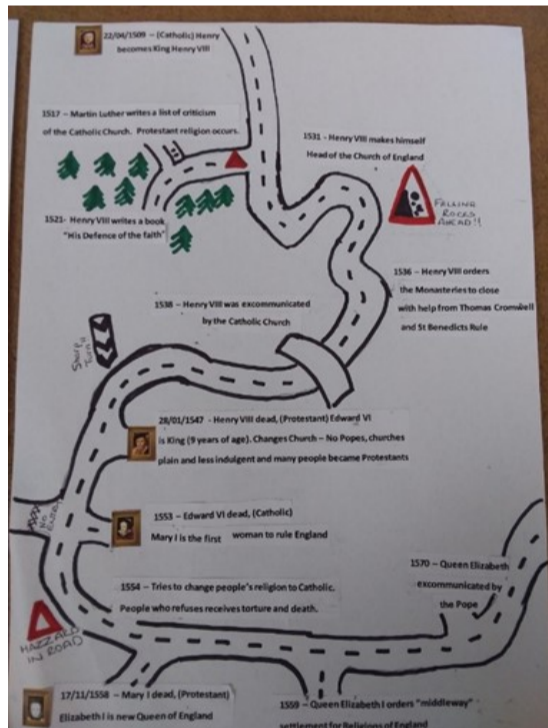
Cops and Robbers

 <p>Your ideas & own knowledge....</p>	 <p>Ideas & knowledge you have stolen from others...</p>
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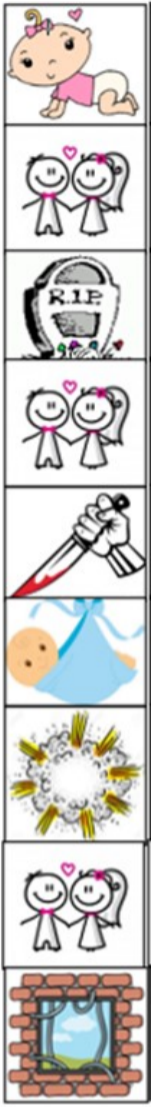
The students enjoy this as it gives them an opportunity to get out of their seats.

Road Maps

Road maps are really useful in History where we often need to think about chronology or sequencing events. I often find them more useful as sometime sequencing events is not always straightforward and a road allows for side roads and dead ends. Below are some recent roadmaps completed by Year 7 students looking at the changes to religion during the Tudor Period.



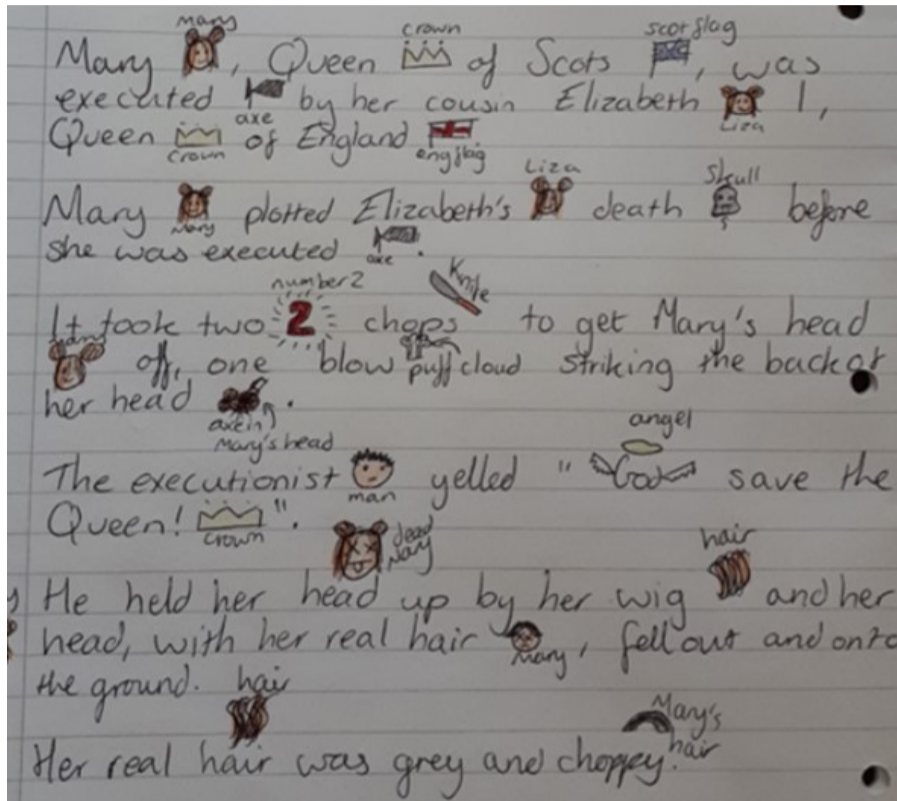
Dual Coding



This something that we are looking closely at in History this year, but it is hard to get the students to realise that symbols can aid memory, and that it doesn't need to be a work of art.

This is a dual coding strip that we use to help the students re-tell the colourful story of Mary, Queen of Scots early life.

Anthony also used it successfully as a plenary to describe the execution of Mary, Queen of Scots



There are many more ideas in Kate's book and on her website: <https://lovetoteach87.com/>

Also here is a link to her twitter account: <https://lovetoteach87.com/>

There is also a CPD opportunity for free on Seneca: <https://app.senecalearning.com/classroom/course/a5b722e6-eb4e-4702-b872-cfd9e5525bc8/section/461908de-61c5-4f0a-a2d1-571d7e3a4ba3/session>

