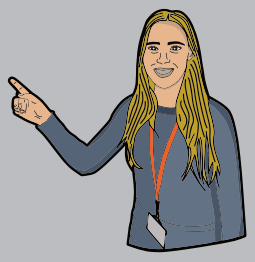
Retrieval Practice

SUMMARY

What Every Teacher Needs to Know
by Jade Pearce | illustrated by Zeph Bennett

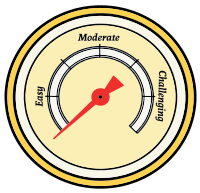


Part 2

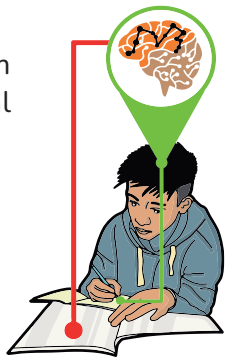
Chapter 24

Retrieval Practice

Retrieval practice involves bringing previously learnt information from the long-term memory into the working memory. The testing effect shows that it is more beneficial for long-term retention and recall than other strategies such as re-studying.



A range of formats and questions should be used to utilise different retrieval pathways. The level of difficulty must allow pupils to be successful (if they are unable to retrieve the material, there will be no improvement in future recall) but also be challenging to ensure effortful processing.

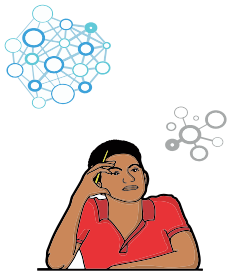


Scaffolding

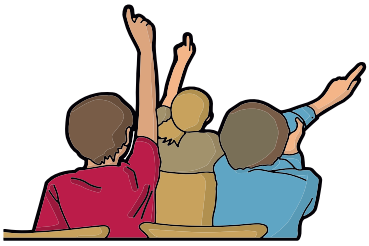
Scaffolding such as beginning with factual recall, templates or partially completed activities can help to ensure pupils can complete retrieval practice successfully.

High Order Questions

Questions and tasks should combine both factual and higher-order questions to develop the recall of both factual knowledge and higher-order thinking.



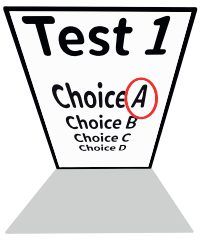
Low Stakes



Retrieval practice must be completed from memory to improve retrieval and storage strength.

Retrieval practice should involve all pupils so that all pupils experience the gains in long-term learning.

All retrieval practice should be low-stakes. This means that the tests are not used as an assessment strategy and, therefore, pupils' scores are not recorded or used to make a judgement about pupils' attainment or progress.



Retrieval Strategies

Providing corrective feedback limits the impact of unsuccessful retrieval helps to cement correct responses and prevent errors or misconceptions going unaddressed.

Explain the benefits of retrieval practice to pupils so that they use this strategy during independent study.

Retrieval practice should be spaced and repeated over time.