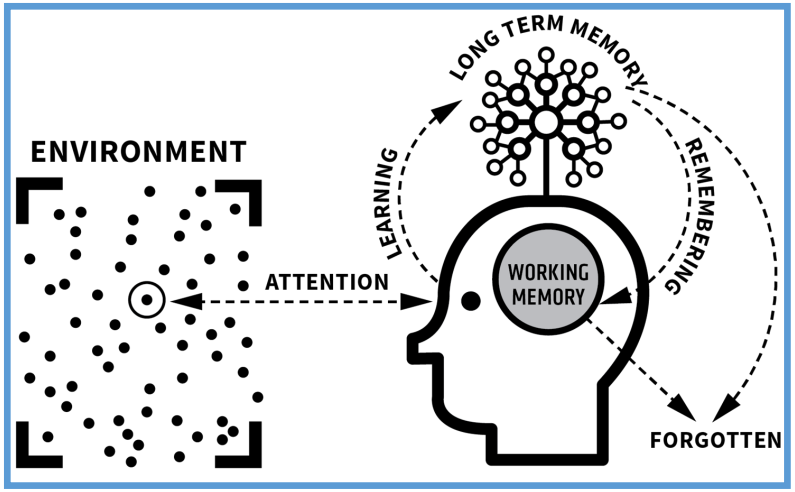
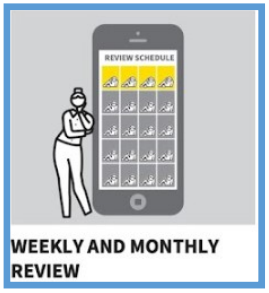
Retrieval Practice at Mapperley Plains 2023-2024

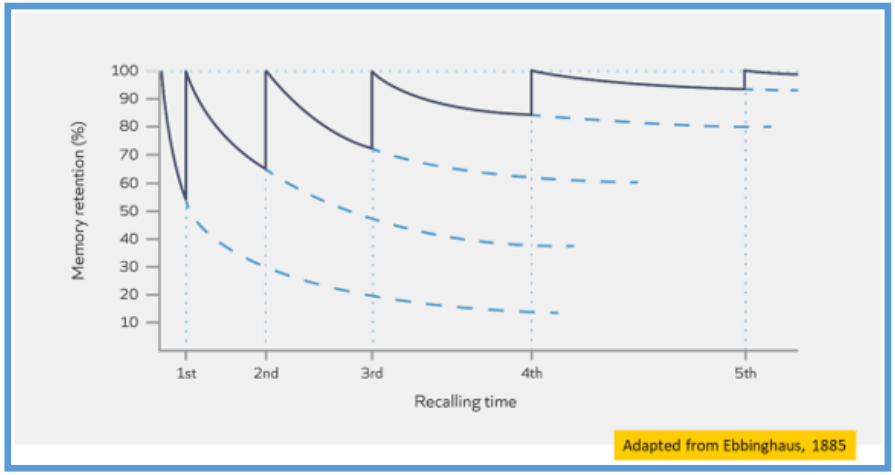
We believe it's important that everyone involved in sharing ideas about teaching and learning understands the underlying rationale and evidence base. Retrieval practice is no exception. We use Walkthrus as a pedagogic knowledge-base and a toolkit to support our evidence-based approach to teaching and learning.



Tom Sherrington's 'Learning Model'







The importance of 'interrupting the forgetting'

We have to revisit what we have learnt in our working memory to ensure that it is not forgotten. Reviewing content is so important that it is included in two out of ten of Rosenshine's Principles. We understand that memories fade and change, however the rate of forgetting slows down after each review. Reviewing is not a step back, nor is it an assessment tool, it is a crucial part of the learning process.

At Mapperley Plains, retrieval practice can take many different forms. It often takes place at the beginning of each lesson however there will be exceptions where starting a lesson with retrieval practice may not be possible or appropriate. Some examples of retrieval practice are listed. This list is not exhaustive and school staff may use other tasks, activities and ideas to promote retrieval practice, depending on the age and stage of the children they teach.

- Quizzes
- Multiple choice questions
- True or false
- Fill the gaps (cloze procedure)
- Write down as much as you know about…
- Order events
- Matching tasks

We also make links to the following Walkthrus:

