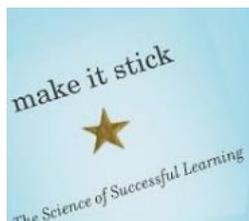


# Paradigm Trust Pedagogy Newsletter #20

Monday 4th March 2019



## **The Power of Retrieval**

If you asked me what you taught me earlier today, there's a good chance I might remember. If you asked me what you taught me yesterday, I may be able to remember after a bit of prompting and delving into the recesses of my mind. If you asked me what we learnt last week, the waters become increasingly muddy. This is how our learners feel when we place on them the expectation that they should be able to answer that question on the SATs test or GCSE paper.

Retrieval is a fundamental part of learning. It covers the spectrum of education, from all subjects to all key stages. From recall of information when answering comprehension questions when reading to retrieval of key strategies in Mathematics, retrieval is an invaluable skill our learners need to develop.

## **How well do we teach retrieval?**

Often, we teach something and then move on, but somehow, we still expect our learners to recall the information quickly and efficiently when needed. An article by Laurence Holmes on TES suggests using retrieval practice as starters, which we are doing very well in many classrooms across the trust. If you aren't doing it yet, take a quick peek at this. You can read the article [here](#).

We, as a trust, already use "Do Nows" extremely well across many of our classrooms; these can be as starters for our registration times and/or beginning of lessons. Our "Do Nows" can sometimes give opportunities for retrieval practice but not always. The article got me thinking – what can we do to make them more effective?

“Can You Still...?” is a project the English managers are trialling. It involves tweaking the “Do Now” to ensure retrieval practice is planned for; it gives our learners the opportunity to practice skills they would otherwise put on the backburner. This, in turn, moves the information from the muddy waters to the good chance I might remember category - with learners being able to recall the information/skills necessary quickly and efficiently.

We are in the process of trialling “Can You Still...?” with Grammar - something that is relevant to many curriculum subjects. Building on the idea from the article, we are breaking this down further into three categories:

-  “Can You Still...” from last lesson
-  “Can You Still...” from last week
-  “Can You Still...” from last month

We will then ask learners to practice key grammatical concepts they have learnt over the year. This is equally as important for Historical or Scientific writing as it is in writing in English lessons. Every piece of writing counts; a grammar based “Do Now”/“Can You Still” would always be welcome in any lesson! (Shameless plug for English I know!!)

I attach with the newsletter a slide that you can feel free to edit and use to implement “Can You Still” in your lessons.

Beth Nial