

## Retrieval Practice Guidance and Expectations



**Sullivan Primary School**  
The best in everyone™  
Part of United Learning

### The Rationale

At Sullivan, we understand that retrieval practice is an important part of the learning process and it is vital that all children have regular opportunities to retrieve prior learning. By revisiting prior learning from the long term memory, children activate their working memory, increasing children's ability to fluently retrieve information.

As memories can forget overtime, we revisit prior learning regularly, spacing out the opportunities for retrieval.

*"The more one rehearses and reviews information, the stronger these interconnections become. It is also easier to solve new problems when one has a rich, well-connected body of knowledge and strong ties among the connections."*

Barak Rosenshine, 2012

### Retrieval Practice at Sullivan

At Sullivan, children receive opportunities for long and short term reviews. During reviews, children recall prior learning from across the maths curriculum. They retrieve facts and methods from their long term memory to their working memory. This prevents children from forgetting and improves their recall.

Children also recap prior learning at the beginning of each lesson in their proximal review. This brings information linked to the day's learning back into the working memory, helping reduce cognitive load as new content is taught.

#### Daily Review:

- At the start of daily maths lessons
- Linked to the day's LI
- 'Get Ready' questions (adapted if necessary)
- Approximately 3minutes
- Complete on whiteboards, with partner or as a whole class activity

#### Retrieval:

- During morning or afternoon transition
- 4x per week
- Flashback 4 (adapted if necessary)
- Questions on board as children enter
- Complete on whiteboards
- Approximately 5 minutes
- Provide immediate intervention
- Provide answers for self marking
- Assess class (show me)
- Complete a worked example/ explanation if necessary