



Priory's Approach to Making Learning Stick

At Priory School, we believe that Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned (Ofsted, 2022).

We recognise that pupils learn best when new knowledge is connected with existing knowledge and so our curriculum has been designed to support this. Units of work are interleaved across broad themes and planning deliberately builds on prior learning, with cross curricular links made explicit.

Our teachers understand the importance of embedding learning so that it becomes fluent and secure. Using insight from cognitive load theory, teachers plan tasks that review and revisit once learnt material to prevent pupils from forgetting.

There has been much research into how teachers can maximise the impact of the education they provide by focussing primarily what pupils have learned. At Priory School, we have based our approach to making learning stick on the research and ideas presented in Rosenshine's Principles of Instruction, Co et al.'s Great Teaching Toolkit Evidence Review as well as Sherrington and Caviglioni's Teaching Walkthrus.

Strategies for Effective Learning

- **Practice and Retrieval (Spaced)**
Teachers provide opportunities for pupils to practice skills and procedures and recall information that must be learnt after allowing time to forget. This is particularly important when curriculum subjects have been 'blocked' across the term rather than taught in weekly lessons.
- **Low-stakes Testing / Quizzing**
Learners are required to generate answers or recall information from memory. Teachers ask 5 – 10 questions, varying in style (short answer, multiple choice, true/false, labelling diagrams etc.) ensuring that all pupils are given adequate time to answer all of the questions. Provide answers for pupils to self or peer check.
- **Explore Links and Connections**
Teachers / pupils ask questions which lead to different types of response: How does...? Why did...? What happens if...? Pupils may quiz each other in pairs (paired elaborative interrogation) but can be provided with a resource to prompt them to ask deeper questions.
- **Knowledge Organisers**
Pupils are provided with the key information you want them to learn. These are a summary document and should be designed in a format that supports self-quizzing. Pupils may be asked to create their own knowledge organisers at the end of a unit to assess how much has been learned.
- **Rehearsal and Performance**
When pupils need to apply a skill or physical procedure, or where performance is the goal, a rehearse-perform-evaluate cycle can be an appropriate form of retrieval practice. By setting pupils a presentation task, this cycle can also be used to embed key knowledge.
- **Weekly/Termly Review**
Teachers include periodic reviews of material learned in the last week or term (or longer) to lessen the rate of forgetting and then set a retrieval practice activity such as quizzing, elaborative interrogation or rehearsal and performance. Banks of retrieval questions are prepared by subject leaders and available on the shared drive.
- **Interleaved Curriculum**
Theme title pages in pupil's exercise books provide a summary of the unit and also links and connections to prior and future learning.