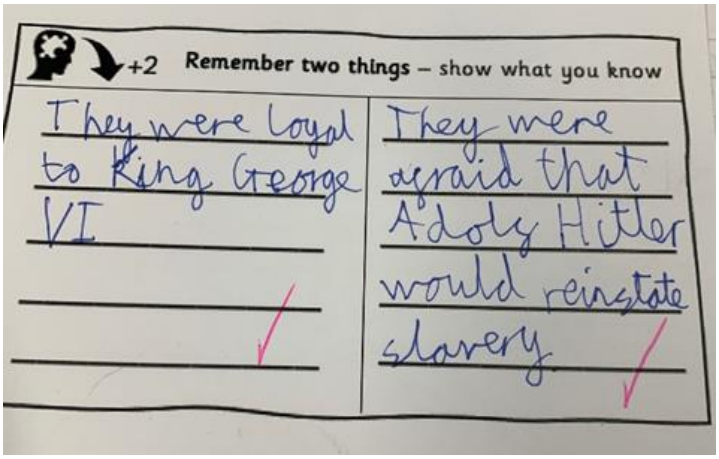
Knowledge Organisers

1. Shared with the children at the start of each new unit of learning
2. Added to the school website for easy access at home
3. Put into pupil books to use and referred to throughout the unit of learning
4. Enlarged and displayed on your classroom wall
5. Knowledge organisers can be complete or have a space to add more information as the unit progresses

Remember 2 Things To Show What You Know

1. Using the grid below stuck into books (prior to the lesson starting) children write 2 things they remember from either the previous lesson or linked learning from a previous unit (last month or year)
2. Select a few children to read aloud what they can remember



Image, Picture, Photo, Name, Date or Diagram

1. Share a previously shown image, picture, photo, name or diagram
2. Children use this to link previous learning
3. Teacher verbally makes the link between previous learning and current learning

Cumulative Questions

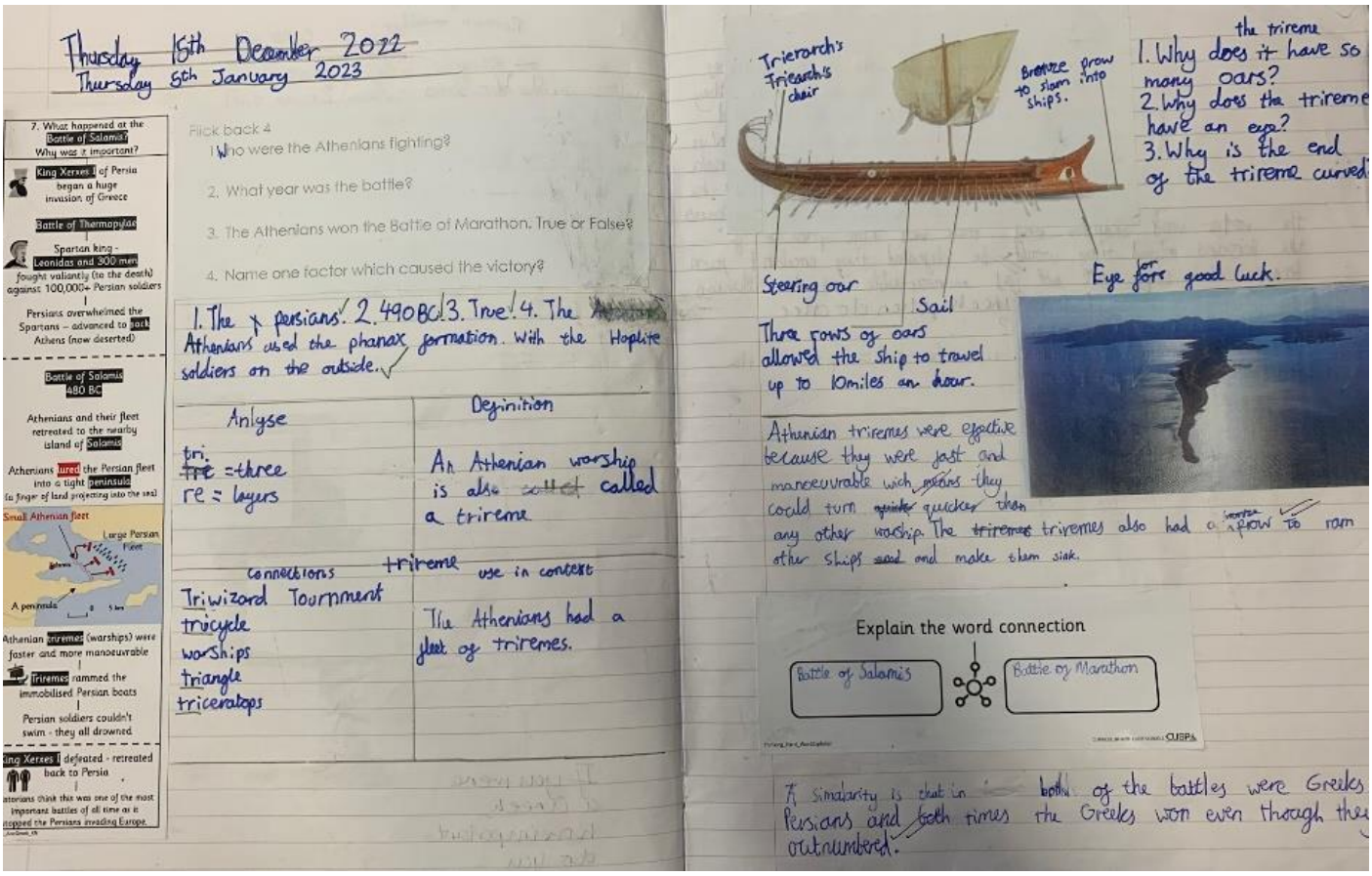
1. Built into each lesson
2. Used at the start of each lesson

Retrieval Roulette

1. Display questions on IWB
2. Children answer independently
3. Discuss answers and clarify any misconceptions

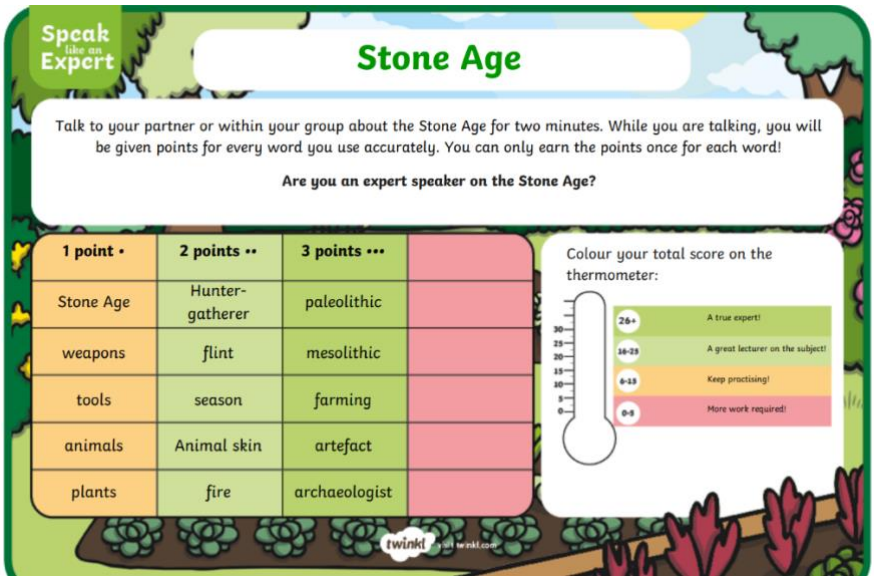
Variation: Display the answers tab instead, and see if children can generate a suitable questions!

Flashback 4 and Show the Word Connection



Speak like an expert

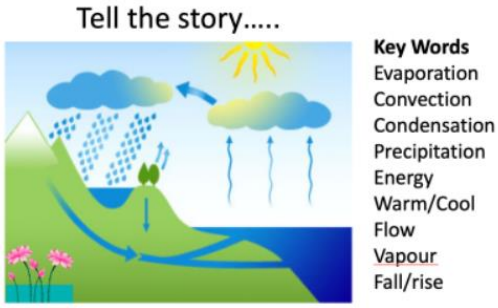
1. Children have an agreed time period to speak on a certain subject
2. The coach listens for the key words and ticks them off (only if they are used in the correct context!)
3. Using the scores for each word, find the total score
4. Use unticked words to inform gaps in understanding, and aim to develop these further



Tell the story; rehearse the explanation

Lots of knowledge forms a narrative structure – a series of events, a process, cause and effect. So, the retrieval practice can be formed as 'telling the story' to someone else who can play the role of verifier.

Any explanation can then be improved and rehearsed.



Summarising

This is a useful recall process although it is less precise in terms of checking – because every summary can be different.

A retrieval process can be something like:

- Last week we looked at renewable energy. Summarise the main advantages and disadvantages of a wind farm: Go!
- Then show your definitive response for checking

Advantages	Disadvantages
Reduces consumption of fossil fuels for electricity production	Wind generators are only feasible in certain areas
Reduces production of greenhouse gases	Each wind turbine kills about one bird per year
Reduces production of pollution	Wind generators make a humming sound that can be heard nearby
Can provide extra income for farmers	Wind generators are tall and can block the views of nearby scenery
Wind is a renewable energy resource	

Multiple Choice Quizzing

Quizzing can be used during and also at the end of a unit of learning.

Top tips for writing effective MCQs (taken from extensive research!):

- Use 4 responses (three plausible options and one "I don't know yet", to minimise lucky guesses and emphasis growth mindset)
- Don't include "all of the above" or "none of the above" options
- Ensure all responses are roughly equal in length

- Use a clear, predictable format, using tier 2 language, with tier 3 for subject specific vocabulary
- Avoid gimmicks like stressful timers, off-putting music, pop-up memes etc, as this creates additional cognitive load, limiting scope for the working memory
- Always include “instant feedback” option if possible, as learning from mistakes actually strengthens the memory for next time

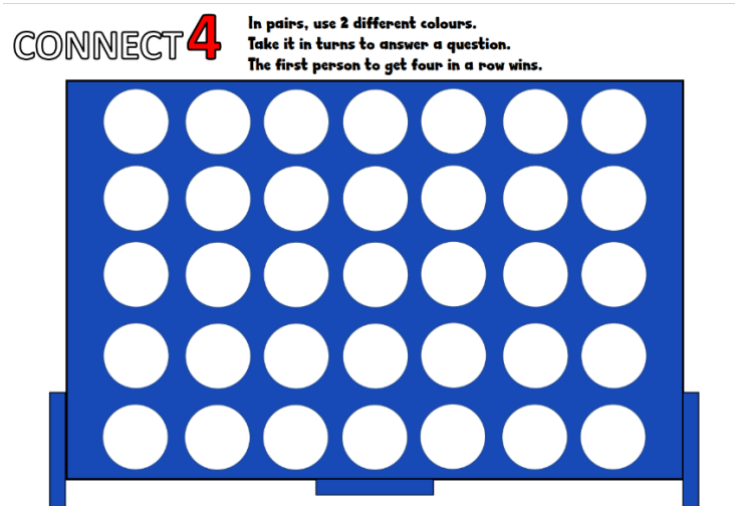
1. Children access quiz using code
2. Children complete quiz independently and at a relaxed pace – focus on metacognition rather than competition!
3. Use class trends to identify and discuss misconceptions

Connect 4

You will need:

- a list of questions, with answers on the reverse
- Connect 4 board (see below)
- 2 coloured pens

1. Partner A asks question
2. Partner B answers, partner A checks
3. If correct, partner A colours a circle
4. Swap roles, until someone scores 4 in a row



Retrieval Raffle

You will need:

- List of numbered key words / concepts on whiteboard (no more than 10!)
- Bag of numbered cards / tickets (enough for one per child, spread equally across numbers on whiteboard. (e.g. 3 of each number 1-10)
- Paper / WBs to record ideas

1. C pick a random number from a bag / T hands out
2. Read number and write heading on paper
3. C do a “Brain Dump” for 3 minutes, recording everything they know about the topic
4. Place number face down somewhere in room. Walk around and collect new number

5. Repeat as time permits
6. Bring back together and celebrate ideas, correcting any misconceptions

Quiz, Quiz, Trade

You will need:

- One card for each child
- Question on the front, answer on the back

1. Hands up, pair up
2. Partner A asks partner B question and gives instant feedback using answer on back
3. Swap roles
4. Repeat process

Q1: How does light travel?	Q5: What does "light source" mean?
Q2: Is the sun a light source?	Q6: Is the moon a light source?
Q3: Name one light source that we see at night	Q7: What is the difference between a natural and man-made light source?
Q4: Is a window a light source?	Q8: Name 3 man-made light sources

A5: Something that produces (makes) light	A1: In straight lines

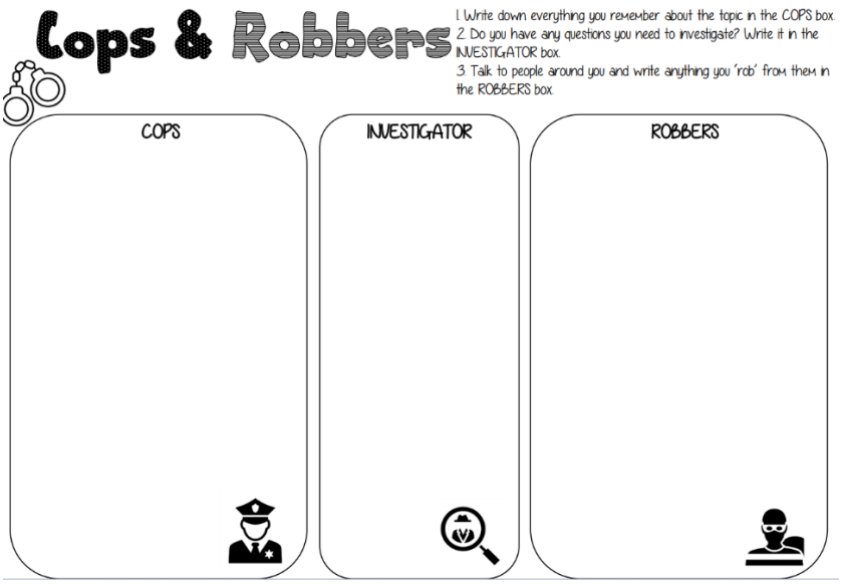
A6: No, because it reflects the sun's light	A2: Yes, because it creates light
A7: Natural light sources were on our planet before humans arrived. (eg sun, stars, fire)Man-made light sources have been made in a factory by humans. (eg lightbulb)	A3: Stars [redacted], street lamp, phone etc (NOT moon)
A8: Ipad, phone, lightbulb, TV,	A4: No, becuause we see the sun's light through it

Cops and Robbers

You will need:

- 1 X cops and robbers sheet each (in this folder)
- Prompts on sheet to support retrieval process (e.g keywords, key people, dates, photos, timeline, diagrams etc)

1. Give 3-5 minutes for children to record everything they know about the unit ("cops" column)
2. Children reflect and think about what area of their knowledge they need to develop ("Investigator" column)
3. Children chat with a small group or walk around room to gather other people's knowledge and write it down ("Robbers" column)



Quick Fire Quiz

1. Teacher reads out the question or presents them via slides. The questions can be spontaneously generated or prepared. Questions can be simple factual recall, mental maths or multiple choice.
2. All students write down their answers.
3. Teacher reveals the answers, all at once.
4. Students check which they got right.

It is important that the teacher discusses common wrong answers. If you can do lots of confidence-building questions quickly (rather than deliberately hard ones) – you can get a great buzz of enjoyment. Knowing things is fun!

Paper Quiz

1. Everyone gets a copy of the questions and writes down answers at their own pace within a time limit. This is much less teacher-directed. It frees the teacher up to circulate and spot common errors as they emerge. It allows for a wider range of question types and makes it easier to engage in with worded questions that can be hard to read from a slide.
2. The checking process is much better done with pre-prepared answers rather than reading out answers one by one as this is quicker, allows for more detail in the answers, it allows students to focus on things they got wrong and helps to build their capacity for self-assessment.

Silent Self Quiz

Any number of resources can be used – blanked diagrams, cue cards with answers on the back, maths questions with answers kept separately, blank parts of a timeline, key vocabulary, draw a line to match the word to the answer, the list is endless.

Partial diagrams and models alongside vocabulary increases coherent schemata formation.