

Overview: Block 8, Half Term 8

Block title: How pupils learn – making it stick

Time commitment:

- 1 hour of self-study materials
- 3 x 1-hour mentor sessions
- 2.5 hours x training sessions

Why this, why now?

By now you will hopefully be able to think about what you want pupils to learn beyond just the next lesson or topic of work. As a teacher you need to be able to keep in mind your long-term, mid-term and short-term learning objectives which link to your school curriculum. If you want pupils to make progress in your subject or phase, they will need to build new learning onto previously taught material. Their knowledge will accumulate over time, becoming more and more rich as it grows.

In Block 2 you learnt about working memory, long-term memory and how to avoid cognitive overload when introducing new material. This Block builds on the knowledge you have developed in this area to focus on how you can help make learning stick over time. As you are becoming more confident with your curriculum and teaching techniques, this Block will help you spot opportunities for incorporating practice and review of previously learnt material into your teaching repertoire.

Your workload

There will always be times when you have to re-teach something which you taught previously, but aiming to minimise these occasions by supporting pupils to remember previously taught material will help reduce your workload. By incorporating some of the techniques you will explore in this Block into your teaching and planning you will reduce the likelihood of pupils forgetting important information, freeing up learning time in lessons to focus on new material. By making the techniques explicit, you also help pupils to identify and develop effective study techniques so they can be more independent at revision time.

Learn That	Self-directed study materials	Mentor Sessions	Training outlines
2.1 Learning involves a lasting change in pupils' capabilities or understanding.	x	x	
2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.	x		x
2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.	x	x	
2.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.	x		x
2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.	x	x	x
2.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.	x	x	x

Learn How To	Self-directed study materials	Mentor Sessions	Training outlines
Increase likelihood of material being retained, by:			
2h. Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.			x
2i. Planning regular review and practice of key ideas and concepts over time.	x	x	x
2j. Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.		x	x
2k. Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).		x	