

Practice for Retrieval of Core Knowledge Policy

Respect yourself
Respect others
Respect education
Respect the future
Respect the environment
Respect the community

1. Statement of Policy

- 1.1 Practice for retrieval of core knowledge can be defined as work that is set which can be completed outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement and promoting lifelong skills.
- 1.2 Not all practice for retrieval of core knowledge is done at home; in fact, for some students who experience difficulties in working from home, or for some tasks which may require specific resources (books, software, and equipment), the academy can provide suitable resources, time and facilities which are readily available at school.
- 1.3 Practice for retrieval of core knowledge enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.
- 1.4 The Academy believes that practice for retrieval of core knowledge is more likely to be approached positively when students feel that the demands on them are realistic, consistent across the curriculum and worthwhile in terms of what they are learning. The Academy is committed to ensuring that both staff and students use practice effectively with clear guidelines about what is appropriate, how much is expected and when it is to be set. For this purpose, it will include practice of knowledge and skills from a current or earlier lesson or sequence of lessons to secure understanding and learning in the long term. Staff will model appropriate strategies to learn core knowledge and skills during lessons to ensure pupils know how they will complete learning tasks at home. Over time students will develop effective learning habits which support independent revision.
- 1.5 Practice for retrieval of core knowledge booklets will contain the core knowledge all pupils should learn and know within their studied subjects. These booklets will be used regularly at home using the learning strategies gained in lessons to practice knowledge and secure learning in long term memory. Students will be encouraged to establish good habits for working independently outside of the classroom from the beginning of their school career. Students will be supported to develop skills in independent study and practice from year 7 to encourage independent life-long learning. Assessment of this practiced content will form an important part of the overall assessment policy procedures and will occur at the beginning of each lesson using a retrieval practice starter.
- 1.6 The aims are to:

- Encourage parents/carers to become involved in their children's work through being aware of the core knowledge needed for each subject and the strategies their children can use at home to learn the core knowledge
- To give all students the opportunity to practice, consolidate and extend what they have learned in the Academy and to make best use of an effective way of improving learning
- To help students to plan their time and develop confidence in learning
- To help students develop independent learning skills, to use now and in their future life
- To inform parents/carers about their children's learning and the approaches and techniques used in the Academy to ensure knowledge learnt is retained in long term memory
- To make practice for retrieval of core knowledge an integral and planned part of every scheme of work

2. Other policies

This policy should be read in conjunction with the following:

- Assessment, Recording and Reporting Policy

3. Allocation of Practice for Retrieval tasks

- 3.1 Practice of core knowledge helps raise achievement through the consolidation and reinforcement of skills and knowledge gained during lesson time. Research has shown that regular retrieval practice secures learning in the long term memory and improves pupils outcomes.
- 3.2 There will be a minimum of 2 learning tasks set each day. It is expected that every lesson will provide opportunities for practice of skills and knowledge learnt within a lesson or sequence of lessons independently outside of the classroom. This frequent practice of core knowledge will ensure that pupils have the opportunity to retain knowledge and skills in their long term memory that will support their success in internal or external examinations. Where appropriate these opportunities for securing learning may utilise practice of knowledge or skills learnt at an earlier date to support long term memory development.
- 3.3 In Key Stage 3 each home learning activity should take approximately **15-30 minutes**. In Key Stage 4 each subject will set approximately **1 hour** of home learning of core knowledge.

- 3.4 Students will be asked to record practice learning tasks in their planners and in some cases will receive reminders from the teacher directly or by email where these are not being completed. Members of the Senior Leadership Team will also monitor the setting and completion of learning practice of core knowledge tasks.
- 3.5 Practice of learning task completion will be monitored by Curriculum Directors through calendared learning visits, pupils learning reviews and learning forums.
- 3.6 Parents/Carers are asked to support their son/daughter and encourage them to complete independent learning at home using the core knowledge booklets using the learning strategies detailed in the “how to learn core knowledge” booklet and strategies modelled by staff in lessons.

4. Use variety

- 4.1 Staff must set learning tasks which are varied in content and strategies used to learn the knowledge, sufficiently differentiated and which is seen by students as being of value. Where appropriate these may include opportunities to practice learning of content and skills learnt from an earlier date to support long term memory development through spaced learning.
- 4.2 Learning tasks should not penalise students who do not learn as quickly as other students for reasons related to individual needs, nor should it result in higher ability students receiving less learning time than other students.

5. Set and marked regularly

- 5.1 In order to emphasise the contribution practice of core knowledge makes to learning, this must be set in every subject and where appropriate, receive prompt and constructive feedback. Staff will follow up the home learning tasks using retrieval quizzes and mini assessments following the deadline date in the lesson to check on the learning.

6. Use of the Academic planner

- 6.1 All students have an academic planner in which they note down what learning tasks have been set for each lesson. The teacher must ensure that all students do this. The diary is signed by the parent/carer(s) and form tutor each week. Where a learning task is not completed (identified when a student is unable to answer a sufficient level of questions in a retrieval practice starter), the teacher can mark a red 'P' in the diary to indicate this to

parents/carers and form tutor. A comment can also be made on the Academy Marking Template.

- 6.2 The Parent/Carer, Student-Academy contract highlights the need for parents/carers to support their child's education, through assisting in independent work at home and providing appropriate facilities at home for the completion of these tasks.

7. Practice for Learning Core Knowledge timetable

- 7.1 Every student has 6 lessons per day. In order to further enhance the quality of learning, it is expected that every subject will set opportunities for practice of core knowledge and skills learnt within the lesson or sequence of lessons to be completed within a timeframe.
- 7.2 A timetable detailing the frequency of the opportunities for practice of learning tasks and the core knowledge booklets to support this will be available to students, teachers, parents and carers via the academy website and Moodle.

8. Help in difficulty

- 8.1 Staff must encourage students to return for help if they seem to be spending excessive amounts of time learning core knowledge because of difficulties retaining the information. Where this is occurring it is likely that understanding is inhibiting memory and support to understand the knowledge will be available. Where understanding is sufficient, the teacher will recommend a different learning strategy to learn the core knowledge, guiding the student to reflect metacognitively on the strategies they use for learning. The Academy is committed to ensuring that students have access to ICT, VLE and the internet at breaks and after school in order to assist in the learning of core knowledge.

9. Ensuring it happens

- 9.1 Curriculum Directors have responsibility for making sure that teachers within their department know, understand and implement this policy.
- 9.2 Students are expected to complete learning tasks to a good level, identified in the retrieval practice starters.
- 9.3 Staff will record any non-completion of practice tasks via the behaviour log. Sanctions will be put in place for students who choose not to complete the

tasks. It is the responsibility of the curriculum director to check that the volume of learning required for home learning is appropriate and differentiated to the need of the child. Behaviour should not be logged where it is judged that the learning tasks set were not appropriate. It is the responsibility of the classroom teacher to ensure that the learning task set is reasonable and achievable within the timeframe allowed.

- 9.4 Staff will reward students for completion of learning tasks via the behaviour log and recognise effort to learn core knowledge.

10. The nature of learning core knowledge

- 10.1 No one form of learning strategy is prescribed and, as such, learning tasks may take many forms, taking into account the nature of the subject and the ages and abilities of the students. The Academy has subscribed to MyMaths and I am Learning to enable a variety of IT rich tasks to be chosen to enable practice of skills. Students also have access to learning resources via VLE (moodle) to support the learning of core knowledge. Some of learning tasks will include:

- specially prepared practice tasks that practice and extend class work
- learning homework using core knowledge booklets to support long term memory development
- practical exercises to practice skills learnt in the classroom
- longer term assignments/projects/coursework to practice knowledge and skills over time
- practice of learning of the literacy requirement for a subject through vocabulary definition, comprehension and writing tasks

11. Feedback on Learning tasks

- 11.1 Staff are expected to provide feedback on independent learning tasks regularly in accordance with the school assessment policy. Where skills and knowledge are learnt at home this may involve a short assessment at the beginning of a lesson where students can demonstrate their learning. Any extended writing completed at home must receive feedback.