



Learning and Teaching

School Year 2026-2027

Learning and Teaching Team



- Mrs L McCormack
- Mr C Quinn
- Mrs I McCann
(Curriculum VP)



Ever
wondered
why/how?

You can recall...

- 'Hello/Goodbye' in French/Irish
- Your favourite song lyrics - 'Jolene'
- The capital of France
- Your favourite childhood TV programme theme tune



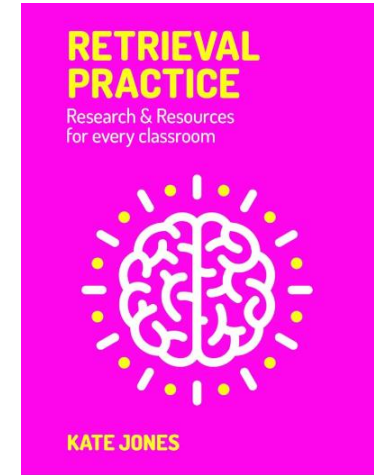


Retrieval Practice



Whole School Focus

Kate Jones, who has published a range of books about retrieval practice, defines retrieval practice as “**the act of recalling learned information from memory, with little or no support, and every time that information is retrieved it makes that memory stronger**”



https://www.youtube.com/watch?v=U_-TaSzYmx8

Click on link to access video
tutorial on Retrieval
Practice by Kate Jones!

In other words...

**“The more you practise remembering,
the more you remember!”**

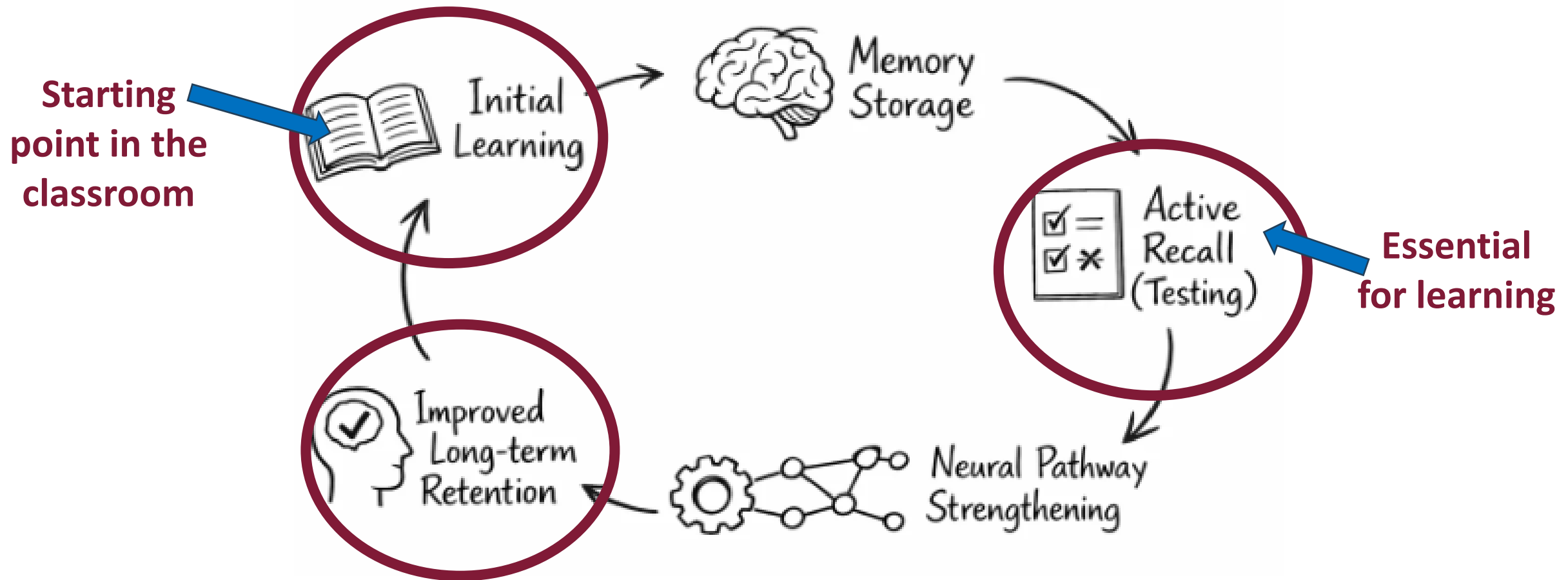
Learning that Lasts!

How Retrieval Practice became the SPX Teaching and Learning Whole School Focus

- Proposed different teaching strategies to both **staff** and **student** focus groups
- After votes and listening to the student voice, the teaching strategy of **Retrieval Practice** was chosen



The Retrieval Practice Memory Strengthening Cycle



WHY?



“Less Stress, More Success”

Retrieval Strategies include low-stake activities such as:

- Brain Dumps
- Multiple choice tests
- Past paper practice
- Mini-whiteboard activities
- Verbal retrieval – questioning or explain to a partner
- Flash cards etc.



Study

To prepare for a **pressurised exam**, half of the students reread notes, the other half used retrieval practice to prepare.

The Main Findings:

- Those who **revised using retrieval practice** outperformed those who had just re-read their notes by **17-26%**
- Those who **revised using retrieval practice** had up to **33% less stress** than those who just re-read their notes

THE ONE ABOUT RETRIEVAL PRACTICE AND STRESS

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THE STUDY

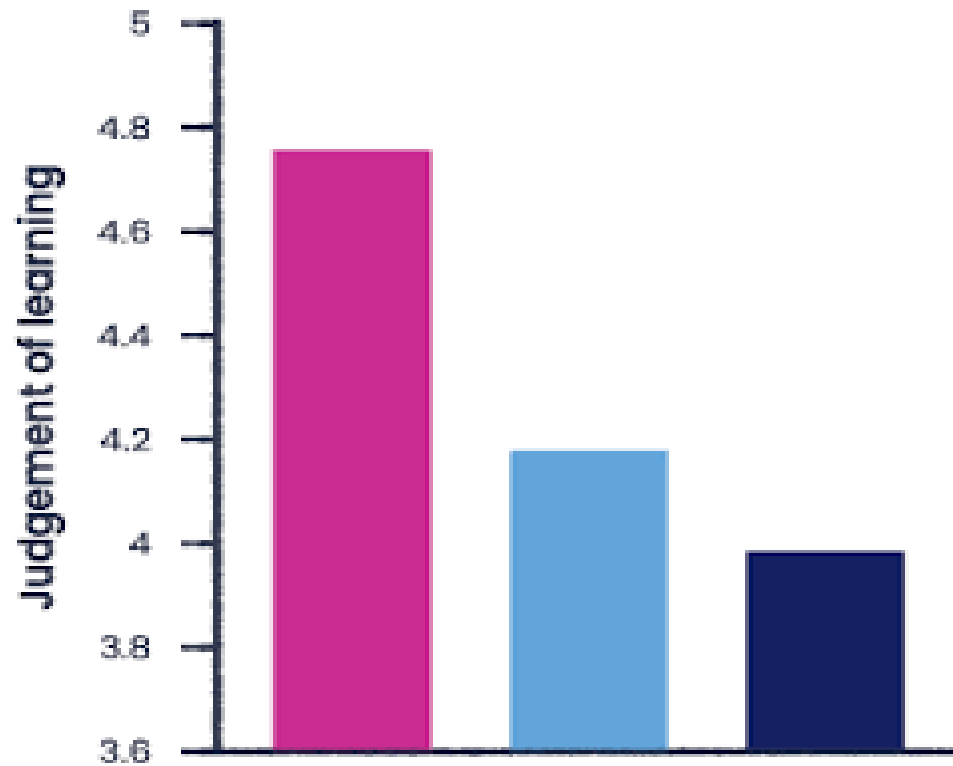
Are students who revise using retrieval practice better able to recall that information when they are stressed, such as in highly pressurised exams? To find out, researchers had half their students revise by doing lots of tests and quizzes (i.e. retrieval practice) and the other half revise by re-reading key passages of the text. They then placed half of each group in either stressful or non-stressful environments and recorded how much they were able to remember.

THE MAIN FINDINGS

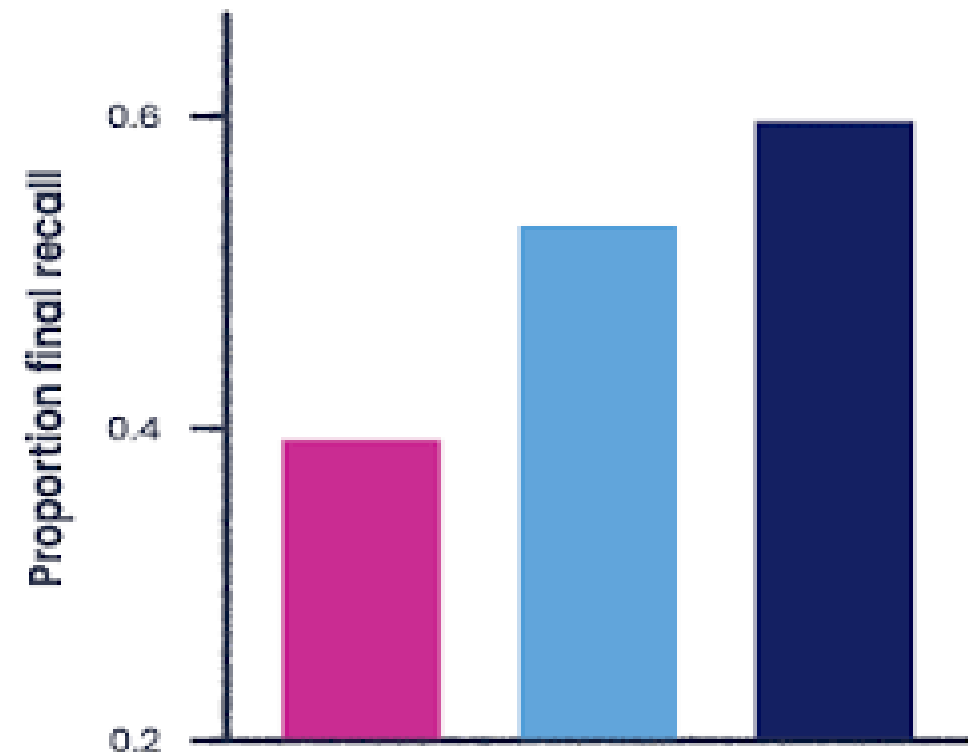
- 1 Those who revised using retrieval practice outperformed those who had just re-read their notes by **17-26%**
- 2 Increased stress made those who studied by re-reading their notes perform up to **32%** worse.
- 3 Increased stress did not negatively affect the memory of those who used retrieval practice.



“Did it help me?”



Exam Performance



BENEFITS

- **Strengthens Memory** - Learning that Lasts
- **Identifies Gaps Early** - prevention reduces last-minute stress before exams
- **Builds Confidence** - reduces feelings of being overwhelmed
- **Reduces Stress and Anxiety** - frequent low-stakes retrieval makes exams feel routine rather than scary

The End Result? Improved Exam Performance!

How can you help as a Parent?



- Get familiar with the information in the homework diary and the website
- Encourage and talk to your child about their learning at home
- Help your child with retrieval at home (homework)
- Create good study habits

Ideal Study Environment





- Calm
- Organised



- Good study habits
- Time/
Homework



- Technology Free
(Sometimes)
- Pen and Paper

**DON'T PRACTICE
UNTIL YOU GET IT
RIGHT. PRACTICE
UNTIL YOU CAN'T
GET IT WRONG.**