

School Development Plan

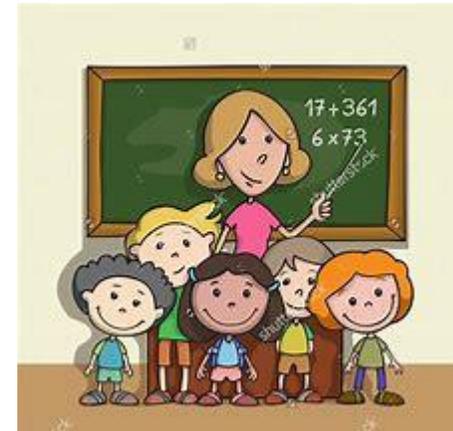
Key Judgement 2: Quality of Education

All subject leaders in all subjects can evidence that:

(i) their intended subject curriculum is being learnt and remembered

and

(ii) that there have been ongoing incremental improvements in the implementation of the provision of their subjects.



Working Memory

Pupils use their working memories frequently in the classroom. Pupils use their working memory when they retain and follow a verbal instruction given by a teacher, or when doing mental maths - there is a multitude of instances where pupils are required to use their working memories in every single lesson.



For pupils to perform well, they need to hold information in their working memory, be able to cement their learning by transferring this information into their long-term memory, and then be able to retrieve this information from their long-term memory as and when they need it.

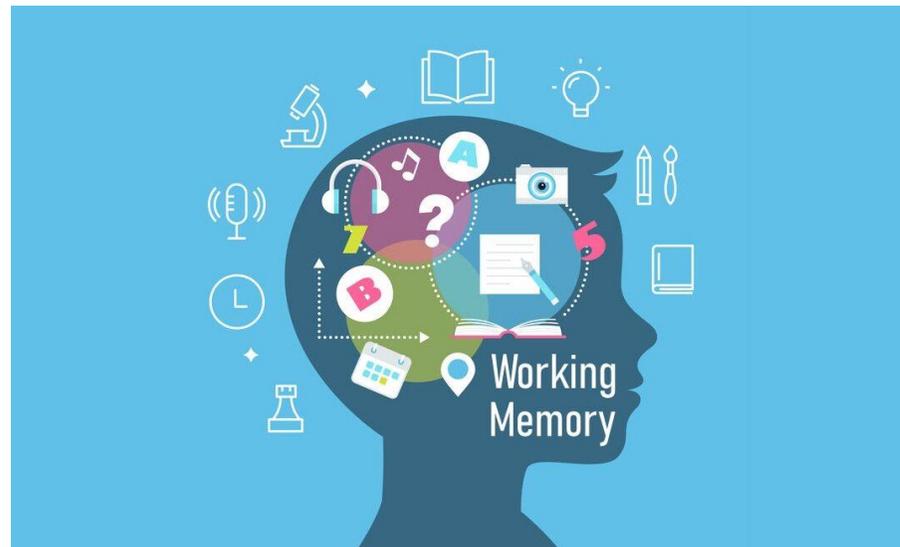


The Teacher Training Core Content Framework defines long-term memory as ‘a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge’.

If a pupil has successfully learnt something, then the information they have learnt has been transferred from their working memory to their long-term memory. When the information is in their long-term memory, it is stored and can be retrieved at a later time (for example, in an exam).



Interestingly, Dr. Alloway and Prof. Gathercole suggest that pupils who underachieve may do so not because they lack academic ability, but because they have poor working memories. It is therefore important that teachers understand this concept to support their pupils in their learning.



Lesson starters are another efficient way to implement spacing, and at its simplest, you could ask a question from last lesson, one from last week and revisit something from last term.



Active learning techniques, such as discussing, summarising, and creating knowledge organisers, answering quizzes, teaching others, have all been proven to promote memory retention and the transfer of new ideas and skills from the working memory into the long-term memory, where it can be stored and recalled at the appropriate time.

Seasonal Changes—Autumn, Winter, Spring and Summer Loveny Class

Key Vocabulary	
seasons	There are four seasons each year, autumn, winter, spring and summer.
autumn	In autumn, the weather begins to get colder. The leaves start to fall from the trees. The amount of daylight becomes less. This means the daytimes are shorter and the night times are longer.
winter	In winter, the weather is much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves have fallen off. The daytimes are the shortest in the year and the night times are the longest.
weather	The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.
daylight	Daylight is when it is light outside. The amount of daylight changes with each season .



WINTER



SPRING



SUMMER



AUTUMN

Typical vocabulary associated with each season:

cold days snow rain umbrella gloves scarf skiing hot drinks	warm days flowers butterflies nests rainbows gardening allergies baby animals	hot days beach vacation camping ice cream sunglasses sunscreen swimming pool	cool days leaves fall wind harvest rake acorns clouds pumpkins
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The Four Seasons

autumn September October November	winter December January February
spring March April May	summer June July August

Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14

Conclusion

By implementing these strategies at each stage of the learning process, helps children to develop strong memory retention skills in the primary classroom. Good memory retention is vital for deep learning that is useful and applicable to new and unfamiliar contexts. It will support the development of key skills and ensure that as many pupils as possible are on track and able to reach their learning potential.

