

Teaching & Learning: Improving Memory

Who? Academic Staff

Action Driver – *Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.*

The curriculum has been planned to focus on key knowledge, skills, concepts & vocabulary. Teaching needs to focus on embedding knowledge and vocabulary in long term memory.

Target and Expectation

Teaching and learning must draw on cognitive science strategies to promote retention of knowledge in the long term memory. Teachers apply understanding of cognitive load theory to support this.

Support / Guidance / Prof Development

[Learning and Teaching Policy](#)

[Staff website – Prof dev research articles](#)

- Cognitive load / dual-coding / interleaving / knowledge organisers / retrieval practice

[Exemplars](#)

Drop-in coaching and exemplification: April 19th
– 4 weeks

Quality Assurance: May 17th onwards

Leader: LLT

Action

Lessons will typically have a focus on clear detailed knowledge and vocabulary (identified from medium term overviews)

Retention in long-term memory will be promoted through use of a variety of strategies:

- Interleaving
- Spaced Practice
- Dual-coding
- Retrieval practice
 - Regular low-stakes quizzing
 - Use of knowledge organisers (flip & recall)
 - Flash cards
 - Retrieval grids
 - Brain dumps
 - Exit-tickets
 - Gamification
 - Review & Recall strategies – e.g. top tips

See teaching & learning policy for more detailed guidance

Consistency

