

Bishopton Primary School



Recall Policy

Prepared by:	Andrew Smith
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Reviewed:	
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Recall Policy

Introduction

The purpose of this Recall Policy is to outline a structured and systematic approach to embedding recall within the curriculum at our primary school, adhering to the 2014 National Curriculum in England. This policy aims to ensure that all learners develop a robust, long-term memory of knowledge and skills, thereby facilitating deep learning and enhanced academic performance.

Rationale

Effective recall is integral to the learning process. It enables pupils to retain and retrieve information, supports the connections between new and existing knowledge and develops critical thinking and problem-solving skills. By embedding recall across all subjects, we aim to strengthen long-term memory and make recall retrieval of information quick and more efficient and foster a culture of learning that extends beyond the classroom.

Expectations based on the most recent OfSTEd framework (2021)

According to the most recent OfSTEd framework (2021), outstanding schools demonstrate:

1. **High-Quality Education:** A curriculum that is well planned and sequenced, ensuring continuity and progression in the learning journey of all pupils.
2. **Intent, Implementation and Assessment:** Clear intentions regarding what is to be taught and why; effective implementation of that curriculum, and ongoing assessment to inform teaching.
3. **Cognitive Load Management:** Instruction that carefully considers pupils' cognitive capacity and promotes memory through spaced retrieval practices.
4. **Inclusive Practice:** Attention to the diverse needs of students, ensuring equitable access to quality education.
5. **Impact of the Curriculum:** Evidence of long-lasting retention and application of knowledge across subjects.

Policy Details

1. Intent

The school is committed to ensuring that ALL pupils:

- Develop effective recall strategies that enable them to retain key factual knowledge required across subjects.
- Engage in active learning that promotes deep understanding through inquiry-based approaches.
- Achieve mastery of concepts through practice, application and reflections on their learning progress.

2. Implementation

- **Structured Recall Sessions:**
 - Recall sessions will be embedded regularly:
 - **Flick back / Flashback Tasks:** These are embedded, consisting of 5-10 minutes to activate prior knowledge and set clear learning objectives.
 - **Short quizzes:** These quizzes will assess retention of knowledge from ~~the week and~~ previous lessons, employing various question formats multiple choice, open-ended etc).
- **Interleaving Topics:**
 - Lessons should blend new concepts with previously learned material to encourage the application of knowledge in varied contexts, enhancing retention.
- **Retrieval Practice Kits:**
 - Classes will develop resource banks that include tools like flashcards, digital quiz platforms, interactive games and concept maps designed to assist in recall.



- **Cross-Curricular Recalls:**
 - Plan activities that require pupils to draw connections between different subjects, such as using historical contexts in mathematics or scientific principles in art projects.
- **Learning Journals:**
 - Children should have the opportunity to maintain a journal document where they can record key knowledge, reflections on learning and develop strategies for reinforcement.

3. Assessment

- **Formative Assessment:**
 - Continuous formative assessments through targeted quizzes, peer discussions and observational assessments will inform instruction. Regular feedback will allow for differentiation and targeted support.
- **Summative assessment:**
 - At the end of each term, staff will gauge knowledge retention, employing various question types to assess comprehensive understanding.
- **Feedback loop:**
 - Providing comprehensive feedback will be essential. Teachers must make sure that they discuss strengths and areas for improvement with their classes and suggest actionable plans to enable future recall success.

4. Professional Development

- **Peer Discussions:**
 - Implement a structured peer discussion programme, allowing teachers to consider 'best practice' through discussion about recall strategies in each other's classrooms. This will be facilitated during staff meetings at least monthly.

5. Inclusivity

- **Differentiated Recall Activities:**
 - All recall activities will be adapted for varying cognitive abilities. Extension tasks will be provided for those who demonstrate mastery while targeted support will be available for struggling learners.
- **Support for SEND Students:**
 - Individual Action Plans (IEPs) will include tailored recall strategies (as appropriate), supported by teaching assistants who provide additional context and practice opportunities.

6. Monitoring and Evaluation

- **Regular Review:**
 - The effectiveness of this policy will be reviewed annually based on a combination of data analysis, focus groups with pupils and feedback from parents and stakeholders.
- **OfSTEd Readiness:**
 - The school will maintain comprehensive records of recall activities, pupil performance and improvement trends, ensuring preparedness for OfSTEd inspections.

Conclusion

Our Recall Policy is designed to enhance the learning outcomes of all pupils through systematic approaches to memory and retrieval practices. By aligning with the expectations of the OfSTEd framework, we aim to cultivate an outstanding educational environment that fosters lasting knowledge and academic success. This policy serves as a guiding document for all adults at our school to ensure excellence in teaching and learning in compliance with



national expectations. Regular review and monitoring will guarantee it remains responsive to the evolving educational landscape.

Signed: *Andrew Smith*

Date: September 2024

