



Fellowship Update

Name	Joshua Morris
Project Title	“The effectiveness of spaced retrieval practice on Pupil Premium boys in improving their retention of subject knowledge”.
Reason for doing the Action Research/Fellowship	I am building upon research I completed last year for my PGCE Independent Project, which focused on the use of retrieval grids every lesson and whether this improved the attainment grade of Key Stage 4 students in history. I am now investigating the use of retrieval practice further, however I am focusing my project on ‘spaced retrieval’ and whether the time taken between learning the subject knowledge and completing a retrieval task effects the level of subject knowledge learnt. In doing this, it will enable me to improve my current use of retrieval tasks in my teaching practice and determine when it is most effective to use in the learning journey of subject knowledge for key stage 4.
A snippet of progress to date	<p>The start of my study began with gathering pedagogical research around my focus on spaced retrieval practice and the purpose of it being used in the classroom.</p> <p>Literature Review Abstract</p> <p>“Spaced retrieval practise, for those of you that don’t know, is a pedagogical learning technique, which utilises the time between knowledge being delivered and when the knowledge should be revisited or tested (Bjork and Bjork 2011). It is an ongoing process, that requires regular checkpoints in order to reinforce newly learnt knowledge in to long-term memory (Weller, 2020). This learning technique is vital, as without this key component to the learning journey, new knowledge would be continually stored superficially and never developed in to stored knowledge (Carpenter and Agarwal, 2019). If posed with a question, where the information must be deployed in a different form of application than it was originally learnt, students would struggle as their knowledge is insecure. To counteract this issue, teachers should deploy an interleaving approach with testing learnt knowledge, to regularly ensure students have consolidated learnt knowledge (Corry and Badger, 2020). Carpenter (2019) supports this principle, when he states that knowledge must be learnt in spaced intervals and revisited after a set period of time to reinforce</p>



the learnt knowledge in to long-term memory, instead of simply overloading superficial knowledge on students.”

Research Progress

Prior to the lockdown, I had collected weekly spaced retrieval task scores from my year 11 pupils; because of this, it has allowed me to capture my data without interruption due to school closures. The lockdown however has posed an issue to the validity of results, as I had previously planned to collect 20 weeks’ worth of data and I have only been able to collect 12 weeks. To counteract this issue, I am going to also use data from another year 11 class I had collected 12 sets of scores from, to supplement my quantitative data further. In using both sets of results, it will give greater comparative evidence to analyse and show if the difference is specific to a single class group or more frequent across different class groups.

To demonstrate the data collected, I have chosen to organise it through line graphs. I chose to use line graphs as it would best demonstrate the inquiry focus, of whether there was an improved retention of subject knowledge comparably between PP and non-PP boys. If spaced retrieval practice did have the desired impact, this would be displayed distinctly in the line showing an increased score across time, with some fluctuations due to insecure memory then becoming secure. This assumption of my data will be put to the test in the coming weeks when I begin the analysis of the data.