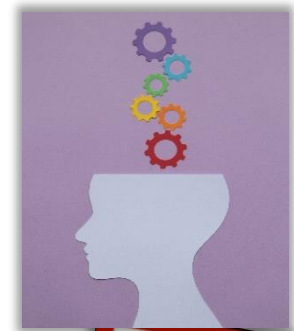
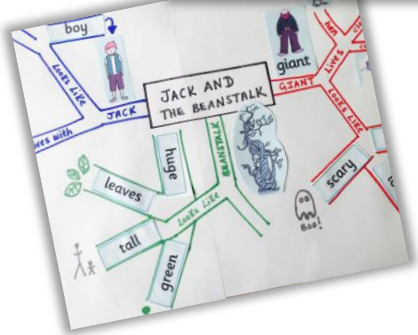


Supporting Memory and Learning in the Classroom



In this session we will cover...

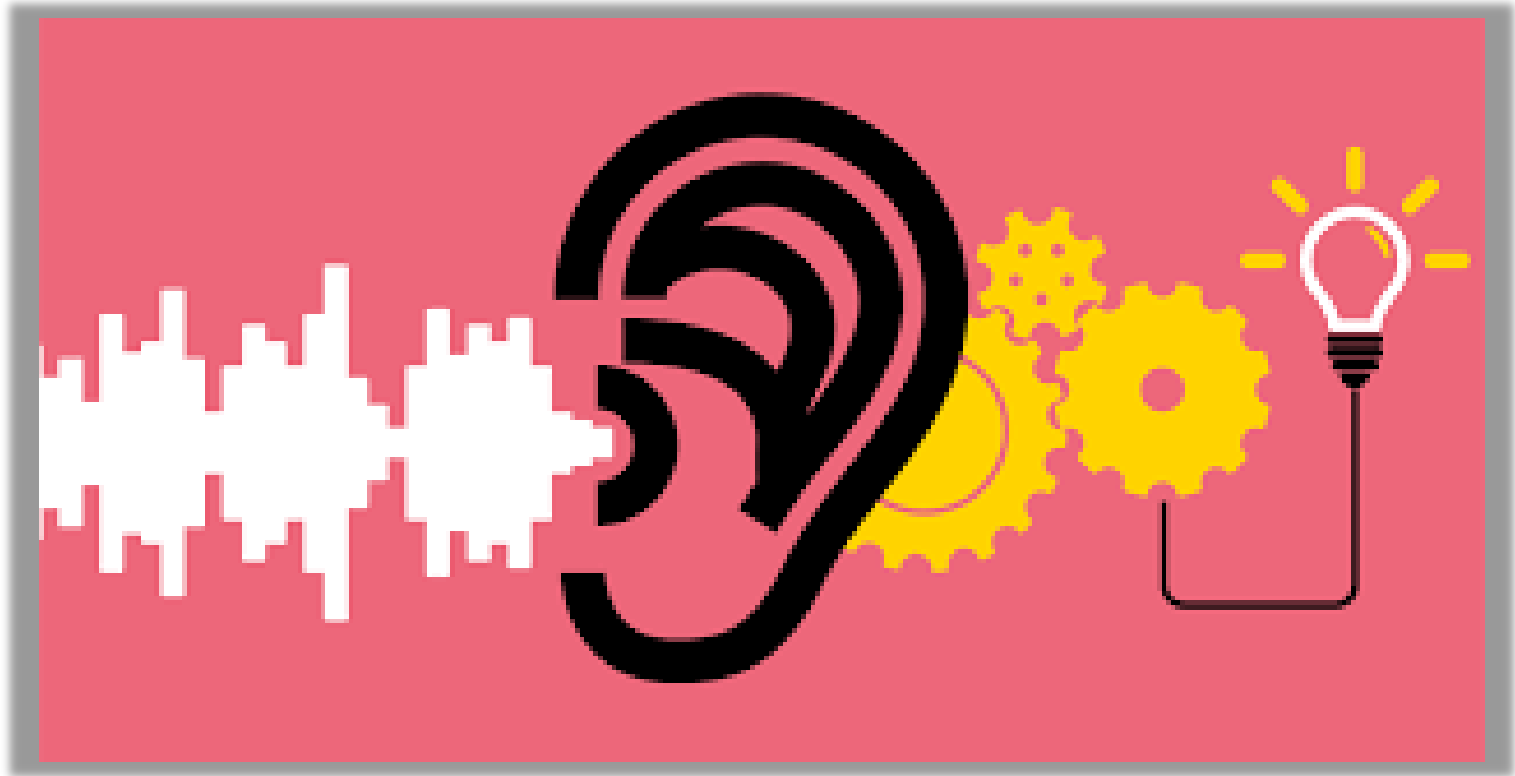
Why it's important
to focus on
memory and
learning

Introduce visual,
auditory and
kinaesthetic tools to
support memory and
learning

Look at general
classroom
strategies and
resources

Leave with a
**MEMORY ACTION
PLAN** for your
classroom/setting

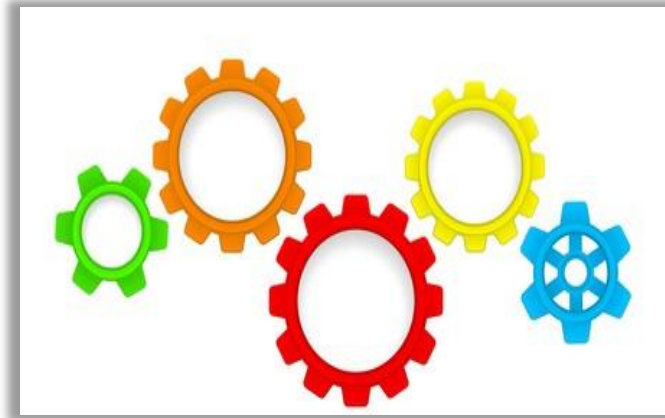
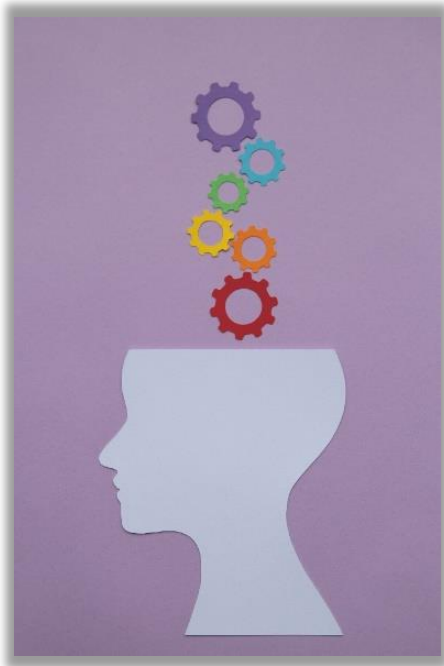
Practical activity



Activity feedback

Age	# of digits recalled	Strategies children typically used
4		Children do not realise strategies are available to help.
5	4 digits	Child will often name things out loud to help their memory.
6	5 digits	Child can recognise strategies but does not spontaneously use them. Needs an adult's help.
8	6 digits	Child can recognise strategies but does not spontaneously use them. Needs an adult's help.
11	7 digits	Children can name things silently, rehearse, chunk ideas and group information without help.
Adult	7 digits +/- 2	

Why is memory so important?



Poor working memory can lead to poor attainment in ALL areas of the curriculum!

Memory difficulties in the classroom

Difficulties with story recall and retelling

May frequently need help

May become distracted/disengaged, give up on tasks or be a passive learner

Which child/ren in your class does this bring to mind?

Difficulties holding and manipulating information simultaneously

Struggle to recall information or require lots of repetition

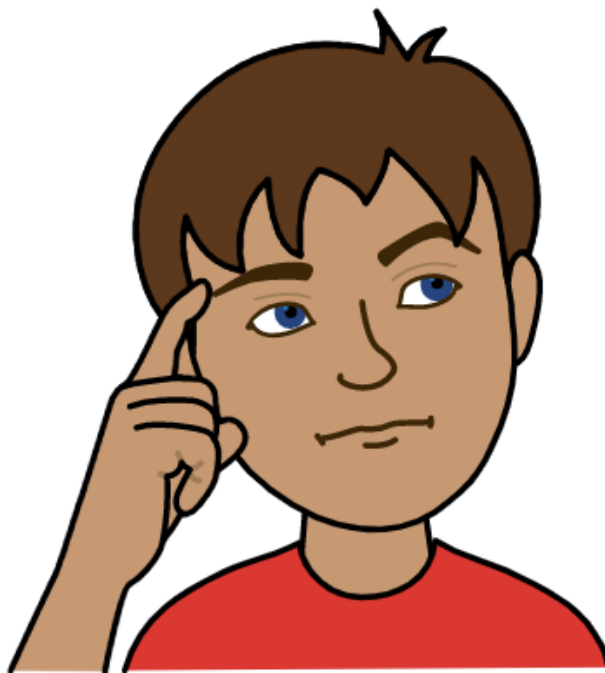
Difficulties keeping place in a task (picking up where they left off)

Poor self-organisation skills

Limited progress with learning

Difficulties following instructions

Gaps in knowledge or basic skills



Model of memory (Ref: Baddeley)

Short Term Memory
(STM)

- Temporary store (adult = 20 seconds)
- Holds information while we process it
- Only lasts a few seconds
- Uses information coming from all of the senses



Working Memory

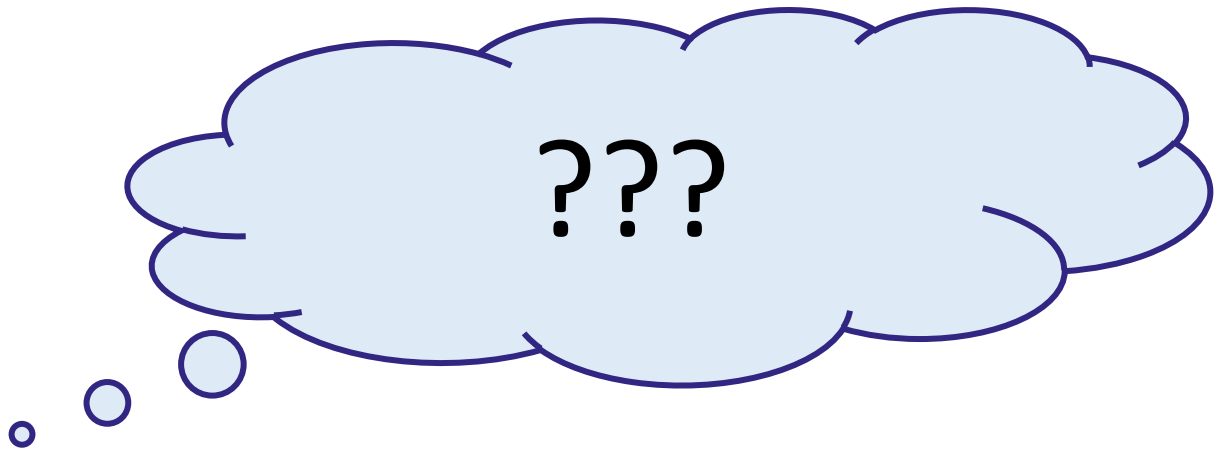
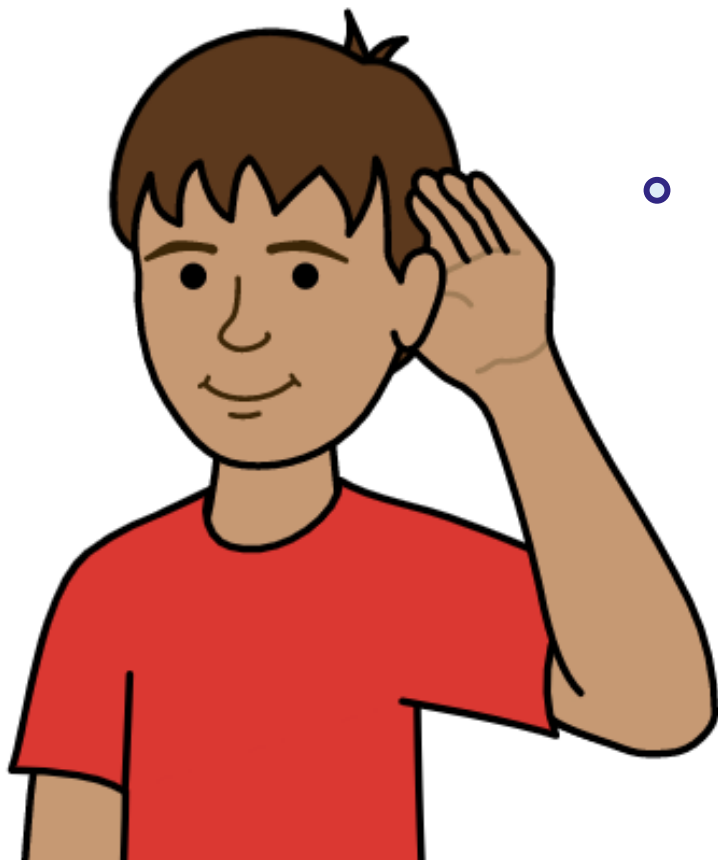
- Works on the information from STM
- Uses and manipulates new information
- Makes sense of incoming information so it can be passed into LTM
- Affects 1 in 10 students



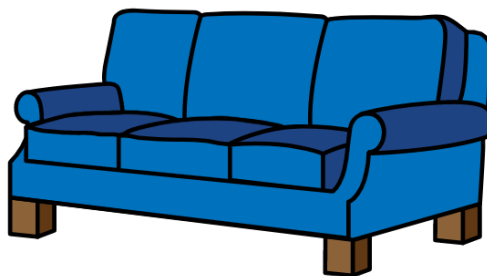
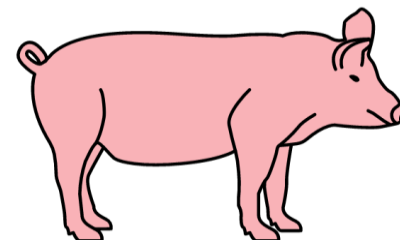
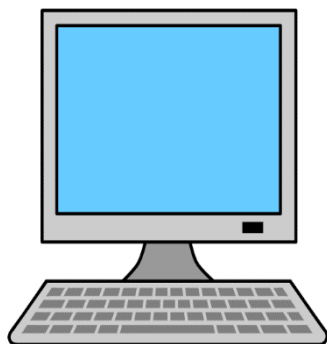
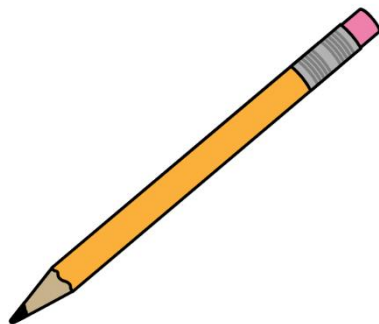
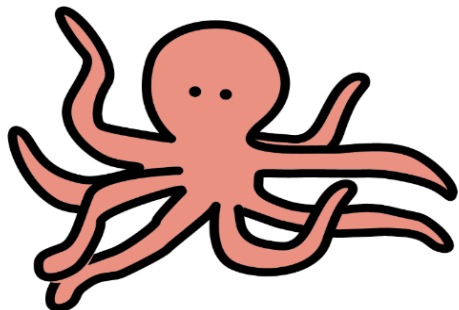
Long Term Memory
(LTM)

- Knowledge of concepts and ideas
- Word store
- Can last for a lifetime
- The better organised, the easier it is to recall information from LTM

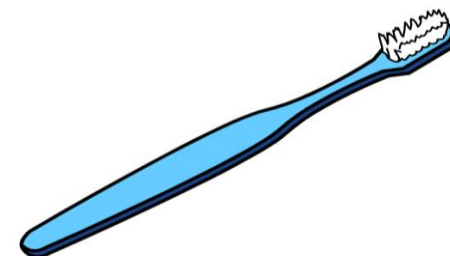
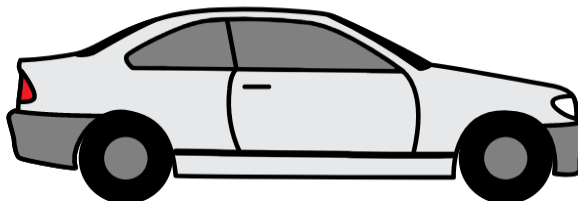
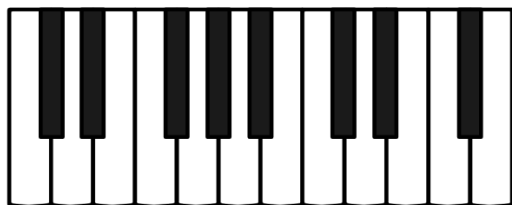
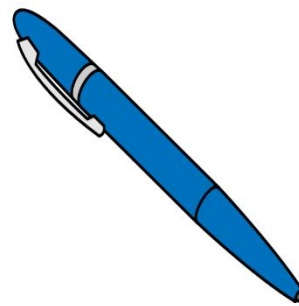
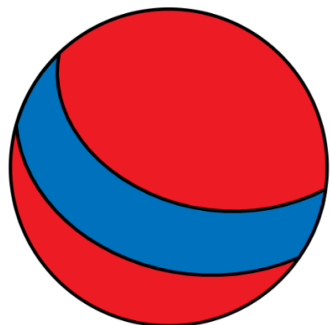
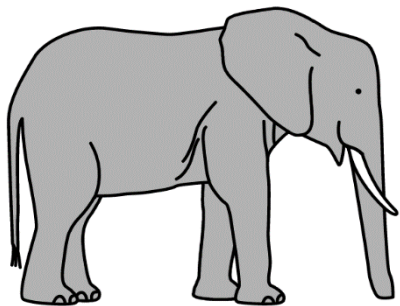
Practical activity – part 1



Practical activity – part 2



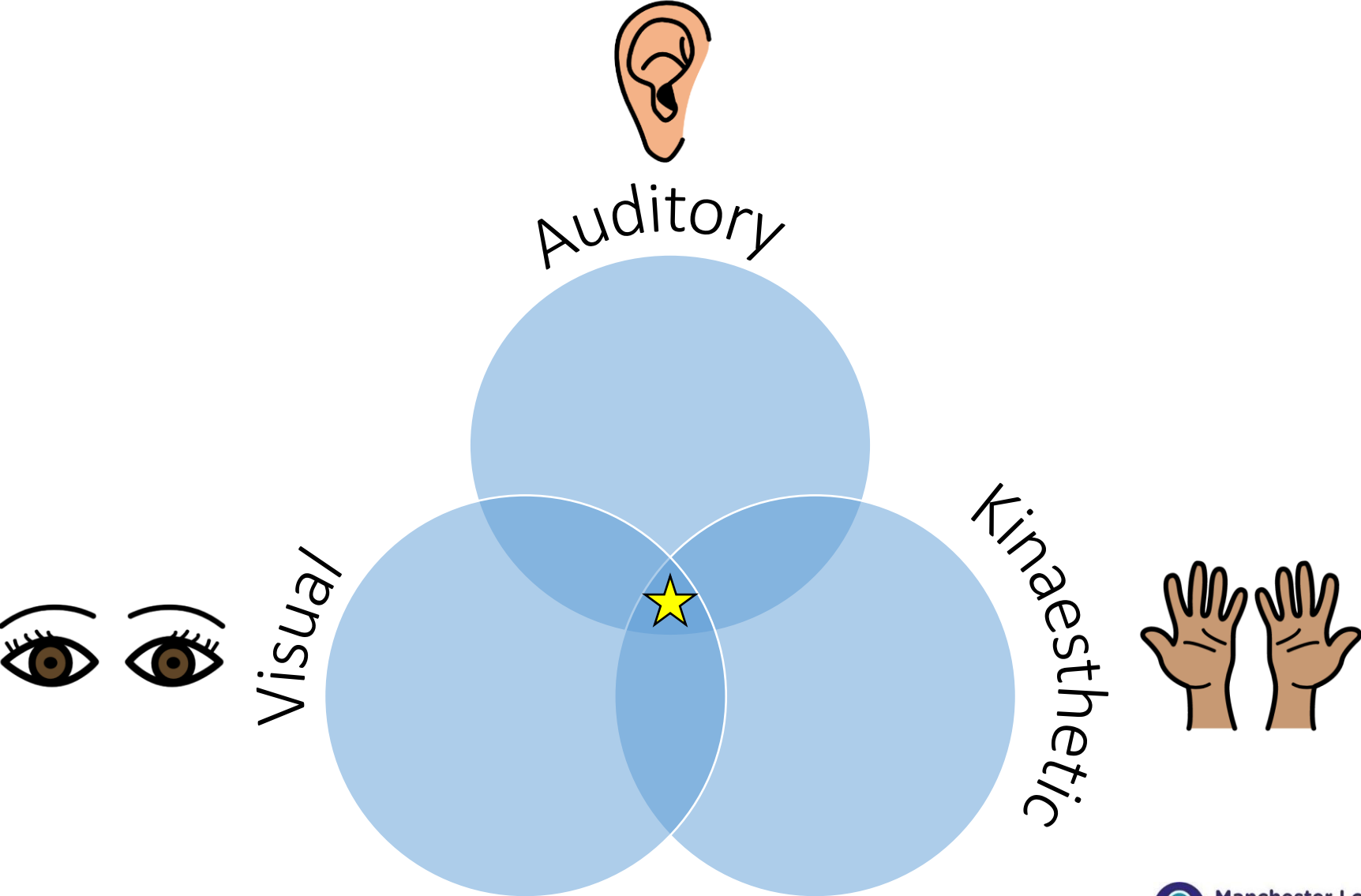
Practical activity – part 3



Activity feedback



Memory model reflection



Auditory strategies to support memory

- Say it out loud

E.g. The shopping game:

“I went to the shop and I bought a banana.”

“I went to the shop and I bought a banana and a carrot.”

“I went to the shop and I bought a banana, a carrot and a pen.”

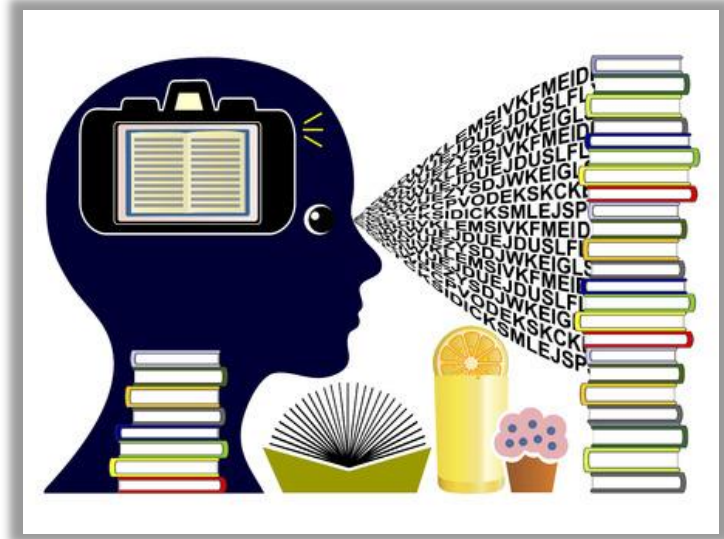


- Repeat it back

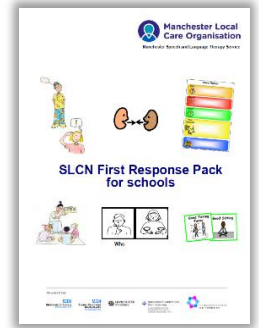


Visual strategies to support memory

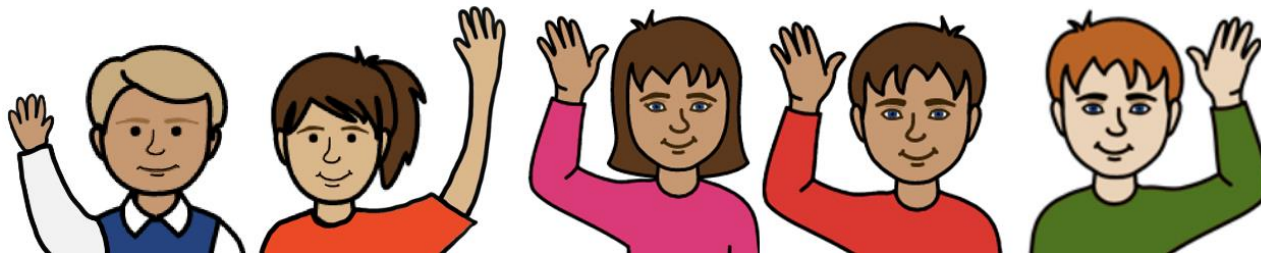
- Use images/drawings
- Use objects
- Write it down
- Use video clips
- Put a picture in your head (visualisation)
- Make a link (categorisation)
- Create word banks/word walls/cue cards/Mind Maps



Using Mind Maps



Insert video



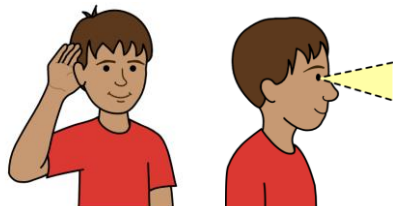
Differentiating Mind Maps

Insert video

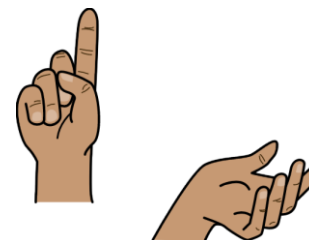


Kinaesthetic strategies to support memory

Look and listen.



Act it out

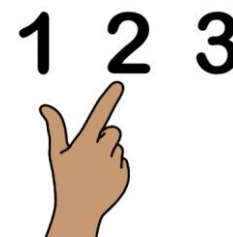


Kinaesthetic strategies

Explain it to someone else in your own words using actions/gestures.



Count on your fingers/check items off on your fingers.



Ask for help.

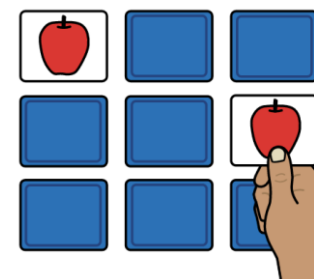


Introduce the idea of memory and why it is important.



Explain that we need to learn memory skills.

Give each memory skill a label (e.g. "Take a picture in your brain"). Model how to use it. Practise using it in memory games.



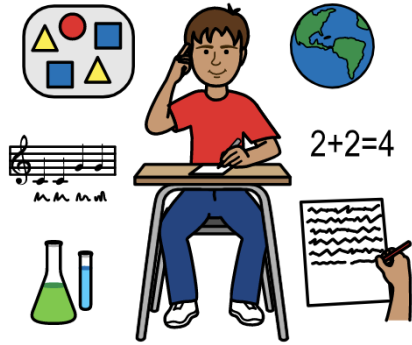
Teaching memory strategies

Practise using memory skills in different situations.

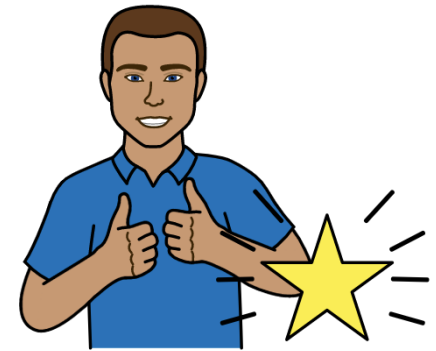


Over time, encourage children to reflect on which memory skills are most helpful to them.

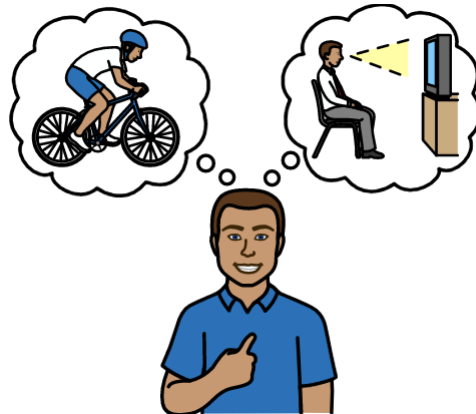
Consider individual learning styles.



Make it meaningful.



Link to real life, specific events and experiences for the child.



Provide opportunities for familiarization.



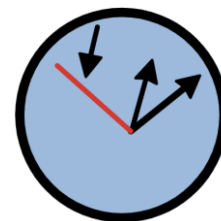
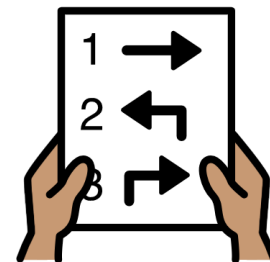
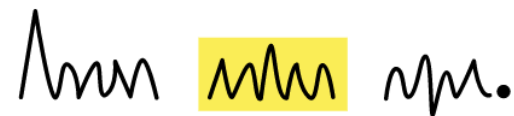
Everyday classroom strategies

- Encourage active listening – use active listening cue cards
- Use visuals – objects, pictures, drawings, schedules
- Make learning active
- Make it meaningful – link it to something they already know
- Revisit previously learned information regularly
- Ask the pupil to explain it to someone else



Everyday classroom strategies (cont.)

- Chunk information – use key words
- Use pauses
- Give instructions in the order they need to be carried out
- Use the 10 second rule – give the child 10 seconds to process what they have heard
- Repeat information



Practical activity



Activity feedback

EYFS:

- Story maps
- Story bags/sacks
- Act out the story – use the 'Talk for Writing' approach

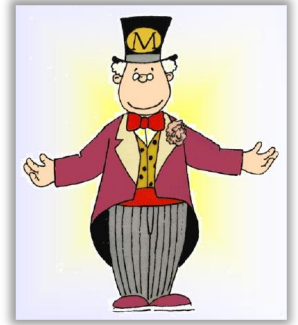
Key Stage 2:

- Word mats/Word walls
- Mind Maps
- Role play

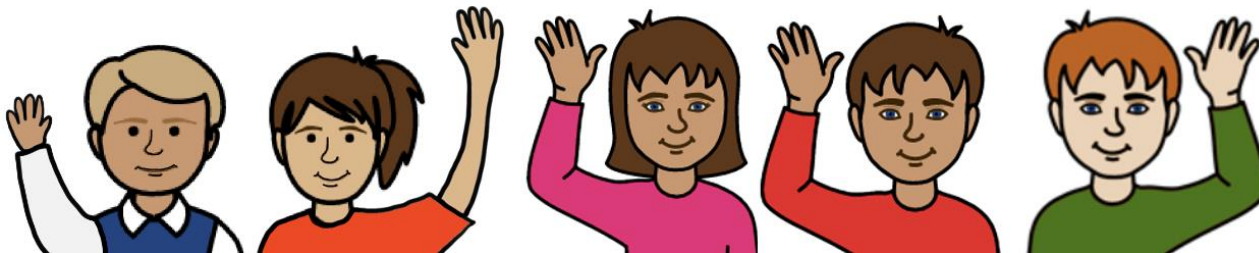
Key Stage 1:

- Repeat back to themselves the items they have to remember
- Counting on their fingers
- Make a written list

Mr Marvel's Memory Group



Insert video



Reflection

What have I learnt?

What will I do differently?

How will I know it is making an impact?

Memory Action Plan

What have I learnt?

What will I do differently?

How will I know it is making an impact?

Manchester Local Care Organisation

The form is a white sheet of paper with a blue arrow pointing downwards at the bottom. It contains three rectangular boxes for writing, each with a question above it. The questions are: 'What have I learnt?', 'What will I do differently?', and 'How will I know it is making an impact?'. The Manchester Local Care Organisation logo is at the bottom right of the form.