



Wigan[♥]
Council

Memory in the classroom

or



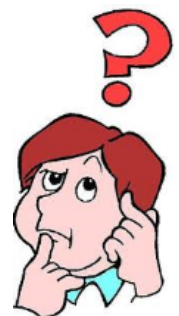
(How to Help Things Stick!)

Targeted Education Support Service

Poor memory in the Classroom

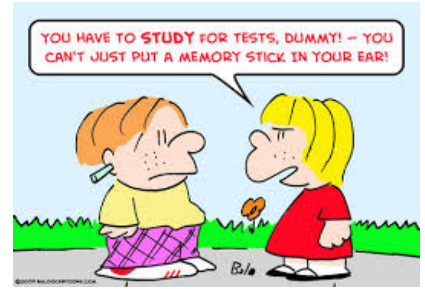
How does it look?

- Reserved behaviour in groups
- Appear as if not paying attention
- Often lose place in complex tasks
- Forget content of messages and instructions
- Perform poorly in key academic areas
- Have difficulty in remembering what they have just read
- Forget words in sentences
- Task abandonment or never completing a piece of work
- Stop work when left alone and need lots of prompts



Key Memory Strategies

Any child's memory can be improved if they learn to use certain strategies. But we have to first **MODEL** and **TEACH** them.



- **Rehearsal** – Saying or thinking things over and over again
- **Categorisation** – Grouping things together
- **Elaboration** – Using pictures in your head, either as a story or as one picture with details in it

Different tasks, actions,
knowledge will need
different choice of the
strategies above

Guiding Principles in the Classroom

- Recognise working memory difficulties
- Evaluate working memory loads - reduce if you possibly can
- Repeat important information
- Encourage use of memory aids and strategies
- Develop child's own strategies to support memory
- Use visuals
- Review prior knowledge

Supporting Children in the Classroom

Acquisition of Learning



- The adult should provide clear explanations
- Gain, sustain and refocus pupil's attention
- Modify information – use simple sentences
- Use keywords
- The child should look at the speaker
- Ask for repetition / simplification when needed: make this classroom practice
- Encourage use of visuals to support memory i.e. notes/drawings

Supporting Children in the Classroom

Retention



The adult should

- Be aware that lapses often occur in the **middle** of lessons
- Revise, recall and summarise regularly
- Provide thinking time and encourage children to ask for this
- Provide opportunities for partner work
- Focus on key concepts/words, check, explain meaning and present information in an organised way

Supporting Children in the Classroom

Retention



The child could

- Clarify instructions by repeating and explaining to someone else
- Use rehearsal, elaboration and categorisation
- Record key information with words, simple drawings or symbols
- Use organisational strategies i.e. breaking down a task using work plans, timelines , flowcharts etc

Supporting Children in the Classroom

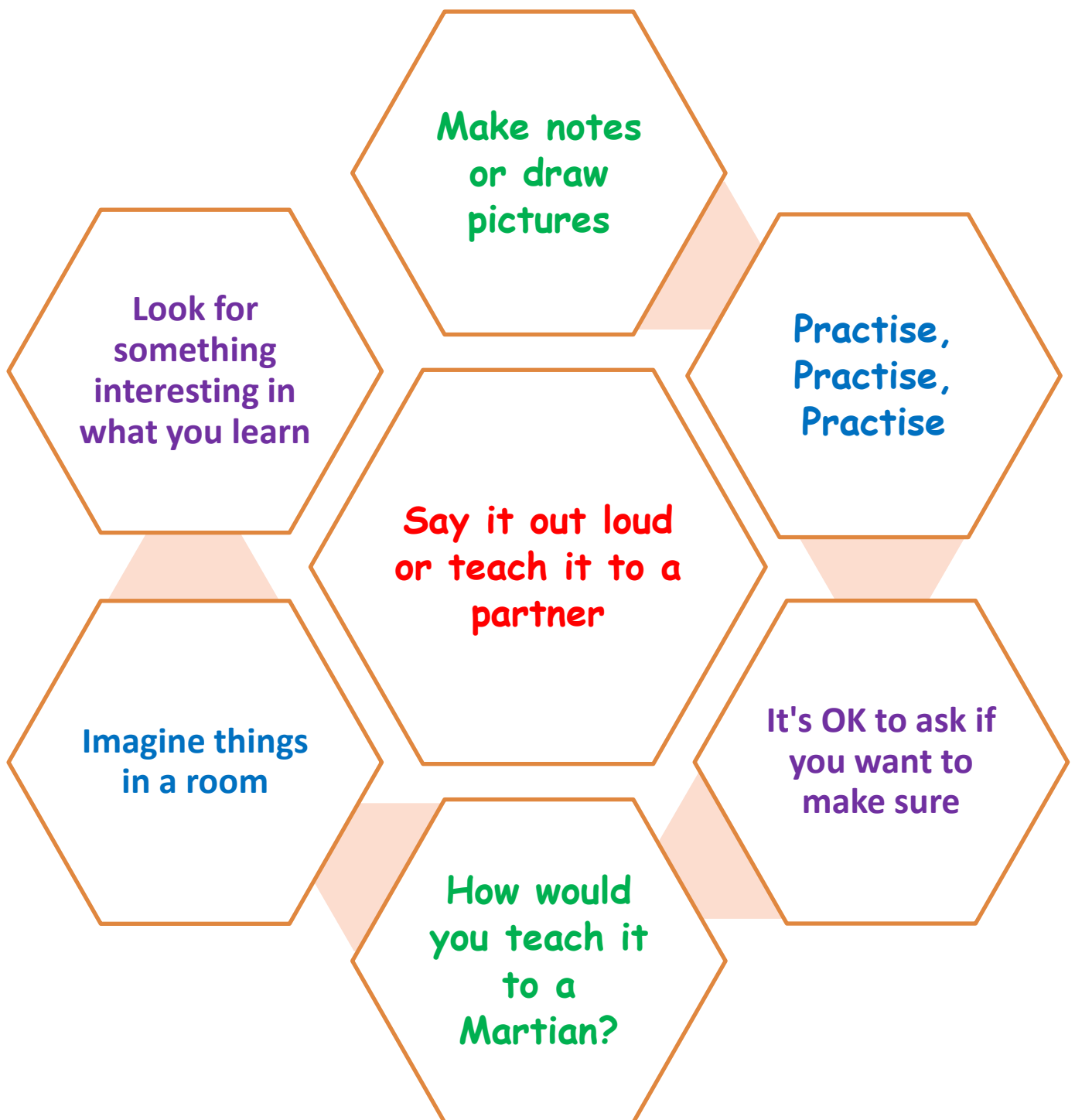
Retrieval

The adult should



- Allow the child time to make use of their strategies
- Encourage the use of key strategies
- Accept an explanation or description of a word if pupil is unable to recall the actual word
- Accept different modes of recall (written, oral, pictorial)
- Display a numbered step by step approach to a task
- If child experiencing difficulty offer a **choice** of answers from which they can choose

TOP TIPS FOR PUPILS



MORE TOP TIPS

Use mnemonics ie
Planets:

My Very Excited
Mum Just Served
Us Noodles!

Ask yourself
questions. How will
I remember this?
Have I done it
before? Is there an
easier way?

Mind Map it

USE THE 5 B's
BRAIN, BOARD,
BOOK, BUDDY,
BOSS

Chunking:
32371549
or
323 371 549?

Sing it, Chant it, Rap
it!

Underline or
highlight KEY
FACTS