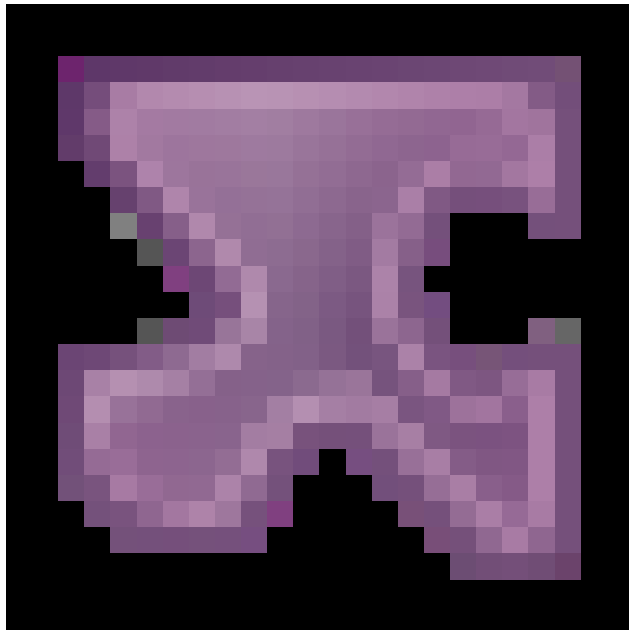


As Rosenshine (2012) highlights, research into information processing shows that merely showing pupils new information or processes is not enough. Pupils need to be given the opportunity to practise new material in order to store it in their long-term memory. Rehearsal helps pupils to retrieve information easily. If pupils have had insufficient rehearsal opportunities, they are more likely to find it difficult to retrieve and use this information. This means their working memory will be consumed with recalling information, limiting the pupil's ability to learn new information or problem solve. This can have a negative impact on both learning and motivation as it reduces pupils' chances of achieving meaningful success. Therefore, it is important you provide multiple opportunities for pupils to practise throughout a lesson.

Listen to Claire Stoneman talk about the importance of practise and answer the following questions in the notes tab (or your own notebook):

- Why is practice important?
- Why is guided practice important?
- What can you provide to fuel motivation when pupils practise?
- Why is it important to begin to remove scaffolds?



Direct Link: [Practice - Claire Stoneman](#)

Transcript: [Practice - Claire Stoneman](#)

[\(this link opens in a new window/tab\)](#)

The purpose of practice

As Claire highlights, practice is integral to effective teaching. Through practice, pupils consolidate their understanding of knowledge or their ability to complete a process by rephrasing, elaborating upon or summarising information (Rosenshine, 2012). Practice also gives pupils a chance to demonstrate their level of understanding, which can highlight misunderstandings. Therefore, practice has two main purposes:

- It provides pupils with an opportunity to consolidate their understanding before moving on to the next step in their learning.
- It provides a chance for you to pick up on misconceptions that begin to arise.

Consequently, pupils should have repeated opportunities to practise with appropriate guidance and support. Like the other features of effective teaching, such as explanations, modelling, and questioning, practice should be intertwined throughout the lesson and sequence of lessons. Practise should follow a teacher input where the new material has been sufficiently explained and modelled. Initial practice should be guided, and, as pupils become more proficient, pupils should transition to independent practice. Throughout any practice, it is important that pupils obtain a high success rate.