



Independent practice can arbitrarily be viewed as the third phase of learning. It is where pupils practise new material without the support from adults, and eventually, resources. Rosenshine (2012) recognises independent practice as a vital part of learning because it provides pupils with the much-required opportunity to complete a procedure or activity over and over. He identifies 'overlearning' as necessary for pupils to become fluent or automatic in a skill. When pupils become automatic in a process or skill, they reduce working memory load, meaning they have more capacity to apply their learning to new contexts.

The more pupils practise the material, the stronger the retrieval strength becomes. Without enough independent practice, pupils will find it more challenging to recall information or procedures at a later stage as the retrieval strength of the new material won't be as strong.

Therefore, you should plan opportunities for pupils to work independently on a task or activity. To ensure practise has the greatest impact on learning, it's important you carefully consider the activities you set to develop the knowledge and skills that you are teaching.