

## 'Knowledge Check'



### What

- 'Knowledge Check' is a strategy which allows teachers to check whether students have acquired and retained the key knowledge covered in the lesson. This also allows teachers to identify any potential knowledge gaps or misconceptions, which they can then address in future teaching. This strategy is integral to ensure knowledge sticks and that active learning is taking place in every lesson. This strategy should be seen in every lesson, every day.



### Why

- Building on our retrieval practice in 'Retrieve, Review, Revise; it is important to ensure knowledge is being retained and active learning is taking place. Teachers are encouraged to reflect on potential gaps and/or misconceptions to inform their planning
- Without strong foundational pre-requisite knowledge students cannot move on to mastery. Knowledge Check ensure teachers do not move on to more complex concepts before this knowledge is secure
- Knowledge Checks are 'more than just a routine; they bridge teaching and learning, helping students engage more deeply while providing teachers with meaningful feedback to improve instruction'. Office of Curriculum and Instructional Support, CMU.
- A knowledge check also reassures students that they have achieved something during the lesson, giving a sense of accomplishment.

## How



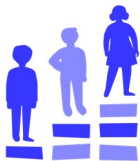
- Students will complete a short, written knowledge check activity focused on the key learning from the lesson.
- The activity should target the main objectives of the lesson and any knowledge that underpins future learning.
- Students work independently to allow teachers to accurately assess individual understanding.
- Following a knowledge check, teachers are expected to review the written responses and use this to inform their planning.

## When



- 'Knowledge Check' must be applied at the end of every lesson.
- 'Knowledge Check' can be used to support an effective end to a lesson in line with '4 to Start:4 to Finish'. All lessons should end in a calm, orderly manner.

## Adaptive Inclusive Practice



- Adaptive inclusive teaching practice always relies upon the teacher's knowledge of their students' strengths, areas for development and needs, including a clear understanding of any specific needs
- Teachers may adapt the style and/or delivery of their knowledge check activity to suit their students (see examples listed above)
- Sentence stems, starters or other support can be included to ensure students can access their knowledge check effectively
- The number of questions could be reduced, or the questions could be presented one at a time (chunked) to lower cognitive overload
- Students could be offered a choice of questions e.g. answer 2 out of the 3 questions or closed questions could be used
- Visuals could be utilised for example matching images to key terms or explaining an idea via a drawing
- Where support staff are available, use them to support your implementation of 'Knowledge Check'
- Knowledge Check allows staff to identify knowledge and knowledge gaps for all students to inform future planning and teaching for that learner
- For students with a leave early pass knowledge may be checked in a different way