



## Long Term memory Development

### What Is Long-Term Memory?

Long-term memory refers to the storage of information over an extended period. If you can remember something that happened more than just a few moments ago whether it occurred just hours ago or decades earlier, then it is a long-term memory.

Some important things to know about long-term memory:

- **Long-term memories are often outside of the conscious mind.** This information is largely outside of our awareness but can be called into working memory to be used when needed. Some of this information is relatively easy to recall while other memories are much harder to access.
- **Not all long-term memories are created equal, however.** Information that is of greater importance leads to a stronger recall. You can usually remember important events such as your wedding day or the birth of your first child with much greater clarity and detail than you can less memorable days. While some memories spring to mind quickly, others are weaker and might require prompts or reminders to bring them into focus.
- **Memories that are frequently accessed also become much stronger and easier to recall.** Accessing these memories over and over again strengthens the neural networks in which the information is encoded, leading to the easier recollection of the information. On the other hand, memories that are not recalled often can sometimes weaken or even be lost or replaced by other information.

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At Paganel we promote long term memory in variety of ways:

- Our learning journeys are designed in a logical sequence to ensure that the children are building upon prior learning thus supporting them with their memory development.
- To support the children in remembering prior learning and key information from the IPC and Science topics the children are provided with knowledge organisers, these are available in books and within the classroom environment so children can reference them to activate their long term memory.
- In maths the CPA (Concrete, Pictorial, Abstract) approach is used to support recall and give children visual images to hang their knowledge on, we use daily 'check it' activities to further

develop memory, this involves the children revisiting prior learning at the start of every lesson to embed key concepts.

- In science we revisit and revise prior learning through interactive pictures (Explorify) to encourage children to transfer knowledge to long term memory. We use enrichment activities such as the Planetarium visits, STEM ambassadors and external visitors leading science assemblies to immerse the children in the discipline of science to encourage the children to apply the working scientifically principles and embed into the long term memory.
- Our SEND children have IEP targets set on a termly basis, the children are then provided with targeted support, on a daily basis, to work on these identified areas. The children then participate in weekly repetition of the target work, to support their learning needs and build memory.
- In the Early Years the use of Continuous provision supports the development of long term memory - we have an environment which is full of open ended resources that are always available. Children have new experiences or revisit previous ones. Once children feel confident and comfortable and have achieved something thus moving their learning into long term memory, they are then able to extend this further.
- Movement and mindfulness - children across the school participate in daily movement and mindfulness activities, research has shown that participation in activities such as these supports memory development.
- Learning conversations – in years one to six children are involved in termly learning conversations with a member of teaching staff. With the support of their book's children are asked to recall key knowledge and skills from their prior learning to provide an opportunity for staff to evaluate what learning has moved into long term memory.

Paganel Primary School, as part of their pursuit of greatness, are committed to reflecting on current practices, refining and developing new initiatives to support our children in further development of long term memory.