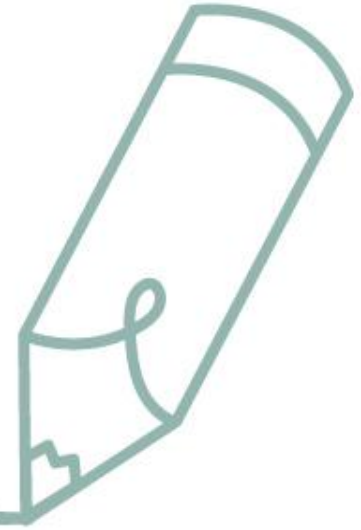


# Impact



school improvement

**Retrieval Practice for Revision**

We believe in support that has real impact.

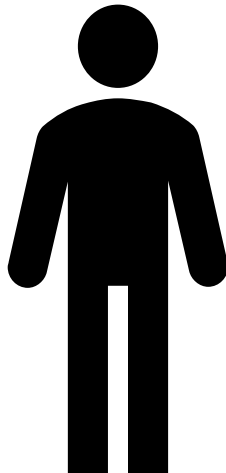
# How do you remember learning?

Working  
memory

Lasts a lifetime,  
can store infinite  
number of items

Long Term  
Memory

Lasts 30 secs,  
can store 5-8  
items

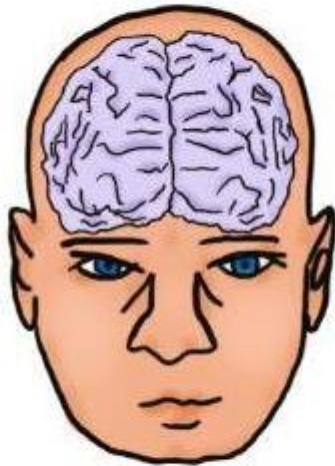


Learning that is deeply stored in our long-term memory, should be easy to recall and use.

# LEARNING & MEMORY

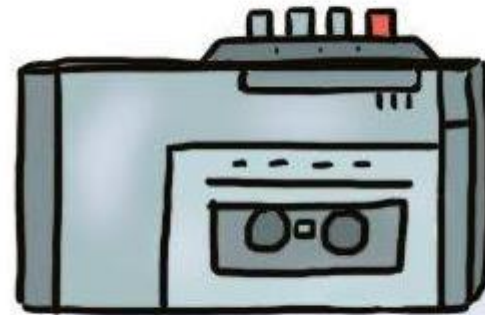
or forgetting & implications for teaching

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Human memory

≠



a tape recorder

is not the  
same as

We can't just press play for our memory.  
We need to work at remembering what we  
have learnt



LEARNING & MEMORY  
or forgetting & implications for teaching  
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Think about how easy you find it to remember the following things:

- Your mobile phone number
- Your school's phone number
- Your middle name
- A friend's middle name

# LEARNING & MEMORY

or forgetting & implications for teaching

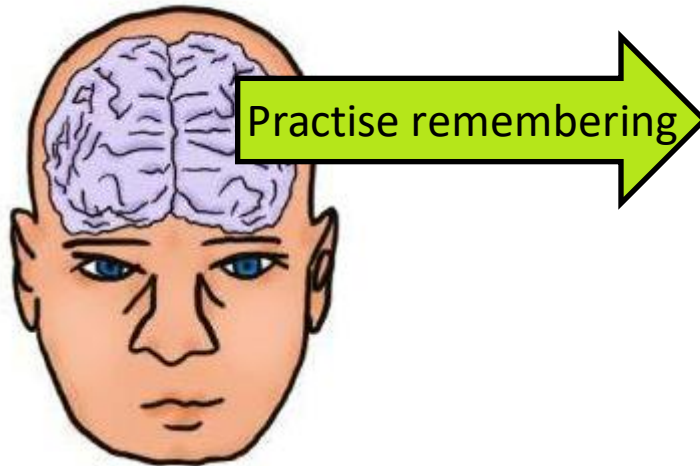
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Some memories are easy to recall, some are much harder. This depends on:

- How often you recall or use those memories
- How many different connections you have made for each memory

Every time you attempt to recall or retrieve a memory or piece of learning, it helps strengthen it. This is called **RETRIEVAL PRACTICE**.

# What is retrieval practice?




To strengthen learning you must use it. One way to use it, is to try to recall it.

Even when you try to remember, but you struggle and you don't get it right, you are still strengthening your memory by thinking about it.

We can't just press play. We need to work at remembering learning and strengthen the connections.

# What does Retrieval Practice feel like?



Retrieval Practice should **not feel easy**. Don't be disheartened if it feels like you know nothing. When learning is hard, just like feeling out of breath when you run, that's when strength is being built.

Stick with the exercises below, even when they feel hard. Struggling to recall information, creates deeper links and **improves learning**.

# How should you organise your learning?

Don't work all day on the same topic. Space your learning out. Leaving a gap makes remembering the information a little more of a struggle and makes the retrieval practice even more effective.

Your day might look like this:

- 30 minutes - revise Biology
- 30 minutes - do some Maths exam questions
- 30 minutes - revise English set text
- And so on..

**Don't forget to take regular short breaks.**

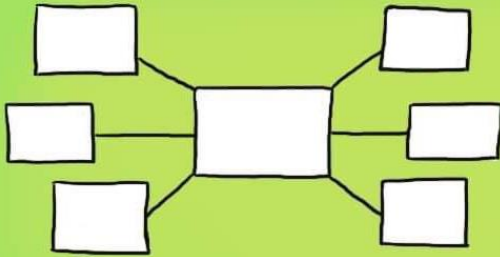


# 4 Methods of Retrieval Practice

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## BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

Put away all of your books. Choose a topic to revise & create a mind map.

- Write down everything that you know about that topic, showing how everything links.
- Can you explain why each piece of information links?
- Now check back in your books, what did you miss?
- Close your books again and add in a different colour everything you missed last time.

# 4 Methods of Retrieval Practice

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## QUIZZING

Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

Put away all of your books. Choose a topic to revise.

- Create a quiz questions about the topic. Try to write as many as you can.
- Now try answering your questions.
- Now check back in your books, did you get any wrong?
- Close your books again and correct any of your mistakes.
- Now try a practice exam question on the same topic.

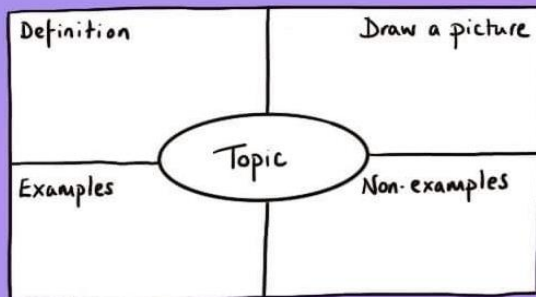
# 4 Methods of Retrieval Practice

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Put away all of your books. Choose a topic to revise.

## KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

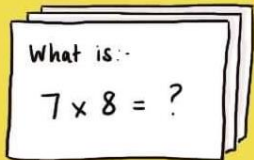
- Write a definition of your topic in as few words as possible. What's it all about?
- Draw a picture that represents the topic. Now explain your picture to someone else
- Give an example of your topic in use.
- Can you describe something that is a non-example of your topic, or doesn't link with it in any way? Why doesn't it?

# 4 Methods of Retrieval Practice

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## FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

Keep your books open. Choose a topic to revise.

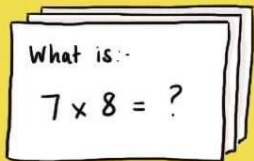
You're going to create some flashcards. You will need to write a question on one side of the flashcard and the answer to that question on the other.

# 4 Methods of Retrieval Practice

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## FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

Only turn the card over **AFTER** you've given an answer to the question.

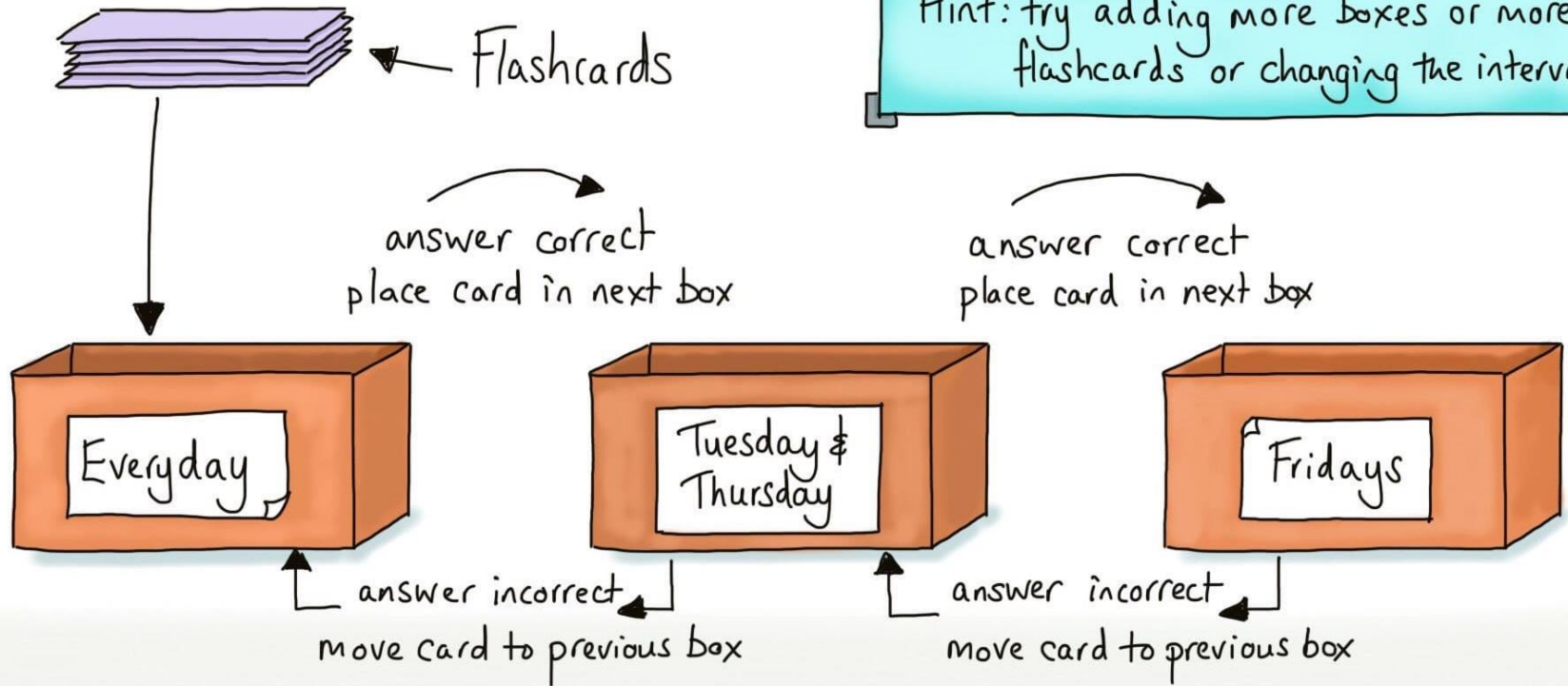
Don't be tempted to look at the answer first. Remember the learning should feel difficult.

If you get all of your flashcard questions right, the learning isn't challenging you. Try creating some new harder flashcards to use.

# LEITNER Flash card method

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Hint: try adding more boxes or more flashcards or changing the intervals



You will be creating 3 piles of flashcards, so you'll need 3 envelopes, 3 boxes or 3 paperclips, to keep each pile together.

# Next time

Before you finish, do the following:

- Make a list of 3 topics or items you struggled with
- Draw a picture that represents each of them
- Next time you study, try to explain the 3 pictures to someone else, or just write your explanation down.

# We hope you've found this resource useful

For further information or support:

[www.impact.wales](http://www.impact.wales)



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school improvement

[enquiries@impact.wales](mailto:enquiries@impact.wales)

