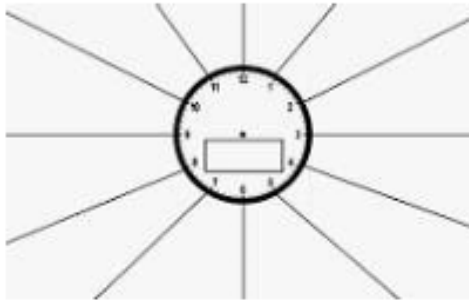


# Know more... Remember more...



## Revision Clocks

Children are given a blank revision clock at the start of each theme and there is a blank revision clock on display in the classroom. After each lesson, the teacher writes or draws an overview of the lesson in a segment of the clock and the children do the same. This is revisited at the start of the next lesson and during different parts of the year.



## Five Fingers of learning

Children link their learning through the 'five fingers' technique. They discuss what they are learning, why they are learning it, which other lessons it links to, how does it link to past and future learning. Displays around the classroom help to promote this.



## Low stakes quizzing

Quizzes which are used to help develop a child's memory (rather than for assessment purposes) help children to think deeply about a subject. Use a mix of short, long, open and closed answer questions, as well as multiple choice. Start with easier questions to build confidence. Visual clues and prompts help. Do not ask children to share their scores publicly!



## Curriculum pathways

Ensure that curriculum pathways are stuck into books, floor books and if appropriate, on display. Discuss these with the children and use them to help recall prior learning and to aid children with linking their new learning to what they should already know or have covered previously. For younger learners, these can be helpful to show that what they are currently learning will prepare them for future learning.



## Talk like an expert

Give children 30 or 60 seconds to talk about everything they know about a subject area (remember this does not need to be your current area of learning). Use the think - pair - share strategy to help children to provide more detailed talks. Consider how to include children with low levels of confidence and Speech and Language difficulties.



## Throwback Thursday, Flashback Friday & Daily learning reflections

Create quizzes or games based on that week's or term's learning. At the end of the day, hold a daily learning reflection where you (or even better one of the children) quietly talk through a few key takeaways or enjoyable moments from the day.



## Pictionary

On a blank screen or whiteboard, ask a child to sketch something that reminds them of a specific learning area. The rest of the class or small group have to guess what they are drawing. For example, if you are learning about Italy, one of the children may draw a volcano, and the children would guess that it represents Mount Vesuvius. Hold a short discussion based on what the children can remember about that volcano.



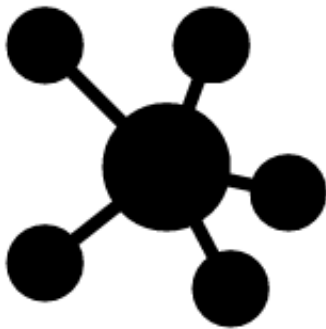
## Cops and robbers

On a simple 2 x 2 grid, firstly give the class 5 minutes to write down what they can remember (or draw pictures) about a specific learning area in the first column. Next, the class have five minutes to walk around and talk to others about what they can remember. The children can be 'robbers' and write down what they have learnt from their peers in the second column.



## Retrieval starters

On a simple 2 x 2 grid, ask the children a question from the last lesson, week, term and year. It is best to keep these questions based around a similar topic or concept to avoid cognitive overload. This could be simplified to focus on questions from just last lesson and last week if appropriate.



## Mind maps, double page spreads & brain dumps

Mind maps, double page spreads and brain dumps are useful as both retrieval practice, revision and end of unit assessment opportunities. The best mind maps link topic areas together to enable children to develop an effective schema of knowledge.



## Exit quizzes

Pose one or two quiz questions to your class before exiting for playtime, lunchtime or the end of the day. These quick, informal assessments will enable you as a teacher to get an overview of how secure the class's understanding is of the material taught.