

This Spotlight builds on **Spotlight 17, and the T&L Briefing** where you responded to prompt questions about these techniques. It focuses on practical ideas for how to embed retrieval practice into your lessons. "What does this look like in my classroom" and "How can I apply the research and principles in my subject" All these ideas are from Tom Sherrington's blog! Examples and further details can be found in our **Retrieval Practice shared folder** in the T&L area on Staff Shared

- 1. Quick Fire Quiz:** Many colleagues identified this as a technique that they used regularly. Big words and mini-white boards were identified here as being very effective
- 2. Paper Quiz:** A number of colleagues said that they used this technique. Weekly - 10 minute mini-tests. One of the challenges identified was that our students are afraid of doing badly - more discussion needed on the ideas and ethos behind low stake quizzes?
- 3. Silent Self-Quiz:** This was identified as an excellent starter/plenary - revisiting content from last week / month / year
- 4. Paired Quiz:** Some colleagues use this during revision sessions, with the adaptation of producing flashcards or Quizlets
- 5. Self-Explanation:** It is clear that a number of colleagues use this technique. Both Maths and MFL might be Departments to approach if you want to see it in action. HW uses 'ready, steady, cook' - write the recipe for the method..
- 6. Demonstration and Performance:** A number of departments said they use this technique in their lessons. PE, Drama and Art might be Departments to approach if you want to observe this technique
- 7. Paired or individual elaborative-interrogation:** A number of the Maths Department use this technique. One suggestion was use it as a Post-it note plenary - 3 questions then pass to the right, check answers.
- 8: Tell the story; rehearse the explanation:** History, Drama and Philosophy (DU) are subjects you should approach if you want to see this in action.
- 9: Summarising:** Comments relating to this were that it helps students organise their notes and is good for structuring essays, however students can spend ages 'making them pretty'. Knowledge Organisers are useful for cross-referencing within a text for English
- 10. Map and Compare:** This technique generated the most amount of comments during the T&L Briefing. A number of colleagues appear to use it, or a version of it. Some felt that students struggle with this as a retrieval technique and are often too superficial in what they produce. One comment was that it is good for facts, but harder for deeper analysis and difficult to elicit nuance. Some students find it difficult to link the concepts. Google Peardeck is very good for both mind maps and connection-based activities. Some students 'hate' mind maps and are very resistant to them. The reasons for this might be worth exploring.

Technology and Retrieval: It is clear from your feedback that many colleagues are using a range of apps and websites for retrieval practice with their classes. I am sure that some of these colleagues would be willing to explain how they use them and have you in their lessons to watch



Ready For More? Retrieval Practice ideas you can use in your classroom

Retrieval Practice Placemat ...

What keywords did you use or learn last lesson?

Explain a key concept or idea from last week in your own words.

State 3 key facts from last lesson.

Discuss with your partner what we were studying in the lesson last week.

Ask your partner 3 questions based on the content covered this term.

No notes allowed!

This is produced by Kate Jones @87History². She contacted blogger Blake Harvard, as she was concerned about how generic it is. Blake's response is very interesting. He argues it is an effective classroom resource because:

1. All the tasks are quite generalised
 2. The tasks are laissez-faire in nature - it avoids the question doing the cognitive work for the students
 3. There is potential for quality study habits to be formed
 4. It is simple - learning doesn't have to be complicated
- Read more and download a template from our T&L shared area

¹ <https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice/>

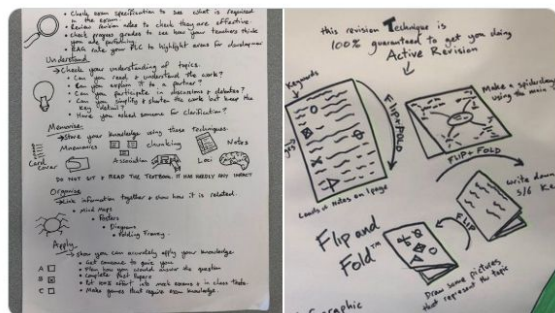
² Kate Jones: Retrieval Practice -research & resources for every classroom

Folding Frenzy - this idea has been doing the rounds on twitter: thanks to LZ for bringing it to me attention



Simon Beale @SPBeale

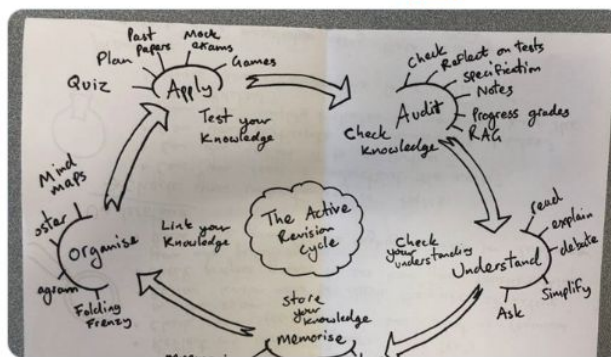
I think the most effective active revision strategy I use is a folding frenzy. You start by making a page of notes on a topic. Use lots of keywords and some images. To be really meta, here is one on active revision.. #revision 1/4



Simon Beale @SPBeale · Mar 15, 2019

Replying to @SPBeale

Then fold your notes and make a summary diagram, keeping the keywords you have used but organising the information. #revision 2/4



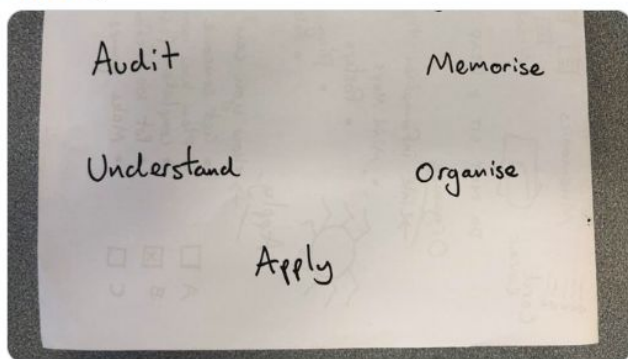
1 1 21

Simon Beale @SPBeale · Mar 15, 2019

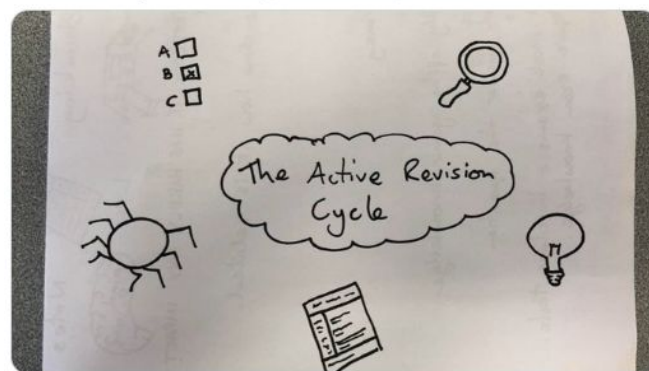
Lastly flip over and summarise the topic with a few images. You have now synthesised the information 4 times. You can be tested and check your knowledge in multiple ways. The more unfolded the folding frenzy, the less confident you are on a topic. #revision 4/4

Simon Beale @SPBeale · Mar 15, 2019

Then fold again and summarise the whole topic with 5/6 keywords. #revision 3/4



1 1 20



2 1 45

This builds on the idea of dual coding. Alternatively you could replace the illustrations with creating 5 simple questions about the topic so students could test themselves in the future.

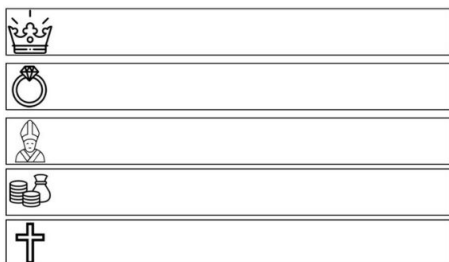
Quiz, Quiz, Trade. A timeless classic - students both ask and answer questions of each other. An adaptation is to get the students to write the Q&As for the cards. Quiz, Quiz Trade can be used at the start of a lesson to retrieve previous material or at the end of a lesson to check understanding of the content just taught. It can also be used as an interactive revision style game with students asking and answering questions amongst each other. There is a video in the shared area that might help you understand the pedagogy behind it

Considerations:

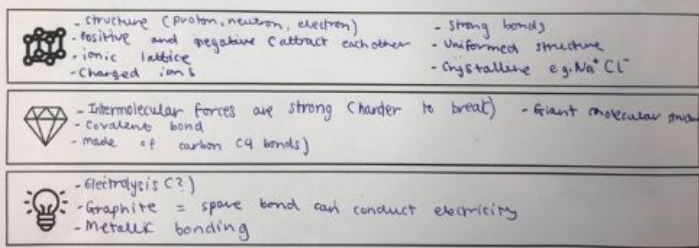
- Although it does get students to engage with the activity; remember Professor Rob Coe's (2014) work where he highlighted that engagement can be a poor proxy for learning
- How to ensure students take it seriously?
- How might modelling the activity make it more successful?

Picture Prompt³: A simple resource where students have to explain how each image is connected to the topic. A twitter search elicits a wide range of examples

Task: Explain how each image is connected to Henry VIII and the break with Rome. Explain in your own words, from memory.



TASK: Explain how each image is connected to **bonding** and the structure or properties of molecules. Explain in your own words from memory.



³ https://twitter.com/search?q=retrieval%20picture%20prompt&src=typed_query