

## 'Retrieve, Review, Revise'



### What

- 'Retrieve, Review, Revise' is a strategy which allows us to ensure students take part in retrieval practice at the start of every lesson and that teachers use this opportunity to identify and address potential misconceptions. This strategy is integral to ensure students build on their prior knowledge and must be evident in every lesson, every day



### Why

- Retrieval practice is a powerful, evidence-based learning strategy where students actively recall information from their memory, strengthening their ability to remember it long-term and deepening their understanding
- Retrieval of incorrect information has the potential to further embed misconceptions. So, it is key for teachers to think carefully about how we provide feedback on retrieval activities.
- Retrieval practice can help to make previously learned knowledge more accessible, and it can be used to flag what prior knowledge will be needed to process the new information or task, thus reducing cognitive load

### Links to PET Effective Teaching and Learning

- Practice (including retrieval practice)
- Formative and Summative Assessments to identify and close learning gaps
- Students knowing and remembering more over time
- Resilience (Think Hard Activities) and Growth Mindset

## How



## Retrieve

1. Students must write the date and title in their books immediately upon entry to the classroom. This ensures predictability for students from lesson to lesson and is an indicator that the learning has started.
2. The teacher will be displaying a short, accessible but challenging knowledge retrieval activity on the board. This activity should last no longer than 4 minutes. Effective knowledge retrieval activities should include opportunities to focus on pre-requisite knowledge (the key prior knowledge students need to access the lesson).
3. Students can begin the retrieval activity immediately but the teacher should briefly explain the expectations of the activity
4. Retrieval tasks must be independent to allow teachers to identify knowledge and knowledge gaps for all students. These activities should not be paired or group discussion, however retrieval may lead to collaborative work as part of the Review component.
5. Retrieval tasks must be written tasks to ensure all students are engaged.

## Review

1. During the retrieval activity teachers should be assertively monitoring the work of all students. This involves circulating the classroom and actively observing student responses to identify where there are any potential misconceptions, misunderstandings or gaps in confidence
2. The teacher should use a range of questioning strategies to address the misconceptions and misunderstandings they have identified in their monitoring of student work. They do not need to discuss all questions/elements of the retrieval activity. Where students are confident and secure in their knowledge, teachers can move on more quickly.
3. During teacher led questioning, targeted cold calling should be used to support developing understanding. Students are not allowed to 'opt out'. Cold calling should be specific and targeted, not random.
- 4.

## Revise

1. Students are given the opportunity to revise, correct or improve their work based on the teacher led discussion. This should be completed in purple pen to allow the student to see where they have identified and addressed their own knowledge gaps.
2. This can be a discreet activity, where the teacher gives an additional minute to improve work, or it can be completed whilst the Review component is taking place.



## When

- 'Retrieve, Review, Revise' must be applied at the start of every lesson. By utilising '4 to Start:4 to Finish' lessons should start promptly and with a sense of urgency. As such, 'Retrieve, Review, Revise' should not last longer than 10 minutes, allowing students to move onto higher order thinking and independent application.