

# RETRIEVAL PRACTICE DAILY REVIEWS



## who ...

### ... is involved in the play?

**Teacher** - all teachers - generalist and specialist classroom teachers use this play to promote retrieval and check for understanding.

**Students** - whole class, high engagement levels of written and verbal responses.

## when ...

### ... to run the play?

**Every core block** - at the beginning of the literacy block, the numeracy block and every specialist class.

**Spaced practice** - this play is heavily based on the principle of spaced practice. Careful monitoring and planning should ensure appropriate retrieval spacing.

## why ...

### ... we run the play?

**To increase capacity for recall** - recognising the “forgetting curve” and the importance of spaced review and retrieval to secure strong long-term memory.

**To support the development of schema** - regular review promotes networks of knowledge and organisation of information in the brain.

**To check for understanding** - allowing teachers to respond to the interventions in place in future lessons.

## how ...

### ... to run the play?

**All Daily Reviews** - regardless of variation - include:

- Spaced retrieval practice** - recall knowledge from previous day, week, month, term.
- Interleaved retrieval practice** - questions on mixed content areas are interspersed with each other.
- Declarative and procedural knowledge** - opportunities for both concept and skill review. Know and Do.
- Instructional hierarchy** - as the spacing lengthens and retrieval improves, review focus moves through the hierarchy.
- Perky pace** - reviews are conducted at swift pace, building fluency and automaticity of retrieval.

#### Non-Examples

- Teaching** - the purpose of the review is to check for understanding, this should inform future planning and not derail the current planned lesson.
- Blocked practice** - this type of retrieval practice does not combat the “forgetting curve”.
- Off the cuff** - poor planning and delivery will result in misaligned spacing of retrieval and opportunities being missed.
- Preloading the lesson** - the Daily Review is not a time for introducing new information, nor for reviewing prior knowledge for the lesson.

## variations ...

### ... on the play?

#### BIG BOX OF QUESTIONS

Teachers pre-prepare questions, writing them on small cards and placing them in a box. Five questions are pulled out at random each day to form the Daily Review. Once asked and answered, the question cards are folded and returned to the box. To ensure appropriate spacing, cards can be drawn from and moved to daily, weekly, monthly and yearly boxes. This method focuses more on retrieval than review.

#### FREE RECALL - BRAIN DUMP

Simply asking students to write down everything they remember about a topic or question. This is a highly generative retrieval practice, in which students articulate their thinking and make links between ideas. During the play, the teacher circulates, checks for understanding and provides feedback. Students can compare their responses with their peers, checking for gaps, similarities and differences in their understanding.

#### QUIZ - QUESTION BASED SLIDES

The teachers prepare a quiz based slide pack that provides interleaved information review and questions covering topics from previous lessons spaced over time. The questions require generative thinking, and do not rely on students simply reading to revise. Question and response types are varied eg. multiple choice vs short answer, written vs choral. Although they inform teacher planning, reviews are low stakes.

*“Daily reviews provide low-stakes, spaced, and interleaved retrieval opportunities to improve recall and long term memory”*