# **Consolidation Homework Task Bank**

24 examples of consolidation of learning homework tasks which support students’ RED review to:

1. Reflect on and reinforce their learning very soon after the lesson
2. Build strong memories by going over knowledge at a few spaced out times after the lesson
3. Retrieve learning from memory at an increasingly long time after the lesson.

| **1. Reflect on and reinforce learning very soon after the lesson** | | | | | | | |
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| A. Go through class notes and highlight any words you are unsure of and create a glossary of them - use KO or teacher definitions. | B. Use the [Cornell notes system](http://coe.jmu.edu/learningtoolbox/cornellnotes.html) to summarise your notes in your own words. | C. Pick any type of [graphic organiser](https://www.studenthandouts.com/graphic-organizers/) to summarise your notes in your own words. | D. Read through your class notes and without looking at them create a three to five point summary of them in your own words. | E. Highlight one or two things you are unsure of or did not quite understand and ask your teacher about it next time you see them or over email. | F. Find new words you learnt and practise writing or saying them out loud, in new sentences, explaining them in your own words. | G. Write out the keywords from the lesson and create either a [word web](https://owl.excelsior.edu/orc/what-to-do-while-reading/vocabulary-strategies/creating-a-word-web/#:~:text=To%20create%20a%20word%20web%2C%20take%20a%20sheet%20of%20paper,a%20circle%20in%20the%20middle.&text=Then%2C%20draw%20six%20more%20circles%20around%20the%20central%20circle.&text=Draw%20arrows%20pointing%20from%20the%20central%20circle%20to%20the%20outer%20circles.&text=Each%20circle%20will%20contain%20a,information%20about%20the%20new%20word.) for them or complete a [Frayer model](https://d1ymz67w5raq8g.cloudfront.net/Pictures/480xAny/2/2/6/142226_slide1.png) for each new word. | H. Find as many ways as you can that knowledge from last lesson compares or connects to knowledge in other lessons in that subject or others. |
| **2. Build strong memories by going over knowledge at a few spaced out times after the lesson** | | | | | | | |
| A. Create knowledge quiz questions with answers on knowledge from a few lessons ago. Test yourself or another student using them. | B. Go back to any of the summaries you made after the lesson and recreate them into a different format ([Cornell notes](http://coe.jmu.edu/learningtoolbox/cornellnotes.html) or [graphic organiser](https://www.studenthandouts.com/graphic-organizers/)s). | C. Go back to any of the summaries you made after the lesson - try to reduce it to key words and pictures (stick man style), simple symbols or a diagram. | D. Go back to something you learnt or a summary of your notes you wrote a while ago and, without looking, try to explain it in your own words again. Do this in writing or out loud. | E. Use an online App like [Seneca Learning](https://www.senecalearning.com/) and find your Key Stage/Exam Specification and topics to go back over them using the materials and quizzes. | F. Go back through your work to find questions and practise them again (do not look at your first answers). As you practise, ask yourself questions: *What do I need to do? How long do I have? How will I do this?* | G. Go back to knowledge or summaries from a previous lesson and create a way to remember them in the future. Choose from an [analogy](http://theelearningcoach.com/learning/analogies-for-learning/), [mnemonic](https://www.slideshare.net/humansnotrobots/mnemonics-revision-cards) or story/allegory. | H. Create flashcards of knowledge from previous lessons with words, dates, terms, equations or questions on one side and then the event, definition, explanation or answer on the other side. |
| **3. Retrieve learning from memory at an increasingly long time after the lesson** | | | | | | | |
| A. Keep adding to and going back to quizzes, answering them from memory and checking your answer. Do this alone, swap your quizzes with friends or ask your family to test you. | B. Go back to any summaries you made and use the [look, cover, write, check](https://www.theebbsfleetacademy.kent.sch.uk/page/?pid=1027) method until you can retrieve it from memory, even after several days and weeks. | C. Go back to any summaries you made and cover parts of them up. See if you can correctly remember those parts from memory. | D. Go back to your summaries and use two coloured pens. In one colour, write as much as you can from memory. Keep going when it feels hard, then wait. In the second colour check and correct. Repeat this over time. | E. Using key facts, calculations or methods ask questions to elaborate on your understanding of them.  Why is this true?  How does X happen?  Why does this work?  Why does x lead to y?  What happens to A if B...? | F. Use quiz Apps online such as [Kahoot](https://kahoot.com/?_ga=2.69019665.1620872221.1545124962-838257021.1531151580&deviceId=4dad0b29-5516-4435-91cd-17ba13b2fd67R&sessionId=1545124967694) or [Quizizz](https://quizizz.com/) to find relevant quizzes to check how much of a topic you still remember. | G. Complete a brain dump of all you know on a topic. Create a list or mind map and then once you can’t remember any more, go back to your notes or folder and add to it, with things you could not remember in a new colour. | H. Use the L[etiner System](https://www.youtube.com/watch?v=C20EvKtdJwQ) to learn the information on your flashcards and check you have it in your long term memory so you can remember it a long time after first learning it off by heart, without looking. |