

RED Review Techniques

Best used alongside your Knowledge Organisers and class notes.

RETRIEVAL PRACTICE

Recalling information from our long term memory to strengthen the ability to find and apply it. Do it in silence, from your memory and without resources (if you can).

- Complete a **brain dump** of everything you know on a topic you have not done in a while. 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.
- Create knowledge quiz questions with answers** for knowledge from a few lessons ago. Test yourself or a peer using them.
- Use an **online App** like [Seneca Learning](#) and find your Key Stage/Exam Specification and topics to go back over them using the materials and quizzes.
- Go back in 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?*
- 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.
- 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.
- Go back to any summaries you made and use the **look, cover, write, check method** until you can retrieve it from memory, even after several days and weeks.
- Use **quiz Apps** online such as [Kahoot](#) or [Quizziz](#) to find relevant quizzes to check how much of a topic you still remember.
- Use the **Letiner System** 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.
- Combine **Cornell Notes** with retrieval practice.

ELABORATION

To **explain** understanding in our **own words**. It strengthens memory through connection and meaning. When done from memory it is a form of retrieval practice.

- 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...?
- Concept maps** to explicitly connect parts of the curriculum. Add concrete examples from everyday connections
- Read through your class notes and then without looking at them create a **three to five point summary** of them in your own words.
- Write out the keywords from the lesson and create either a **word web** for them or complete a **Frayer model** for each new word.
- 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.
- Go back to knowledge or summaries from a previous lesson and create a way to remember them in the future. Choose from an **analogy**, **mnemonic** or story/allegory.
- 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.

DUAL CODING

Verbal (written/spoken text) and **non-verbal (images)** are stronger and readily retrieved. Use personal images. You do not need to be an artist to use this technique!

- Timeline** of events
- Cartoon strip** of a topic
- 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.

