



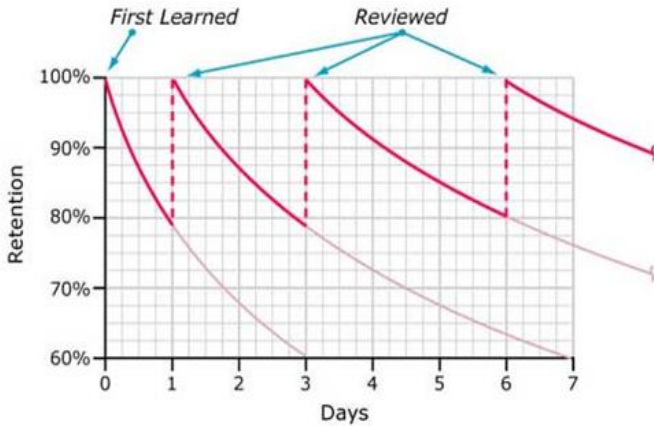
Learning & Teaching

Issue 3: Friday 13th November 2015

1 – Interrelaving

The graph below shows the typical level of retention of new information over 7 days, demonstrating the need to revisit/recall and interleave our practice.

Typical Forgetting Curve for Newly Learned Information



Interleaving

https://starterforfive.wordpress.com/2015/11/10/how-should-students-revise-by-nick_j_rose/

Nick Rose neatly summarises the 5 key strategies he uses to aid student revision.

<http://www.huntingenglish.com/2013/03/14/effective-exam-revision-drill-baby-drill/>

Alex Quigley refers to the good old fashioned way of “drilling” students for exams drawing on the example of FC Barcelona and the “rondo.”

<http://essentialteachingandlearning.com/tag/revision/>
 Interesting blog which looks at inviting parents in to school to go through revisions strategies alongside their children.

<https://newtothepost.wordpress.com/2014/04/16/revision-by-astsupportaali/>

A variety of ways to approach revision and some links to some practical strategies.

2 – Recommended Reading

In “Making Every Lesson Count” Andy Tharby & Shaun Allison suggest that when planning a scheme of learning we should ask ourselves two questions:

1. Which ideas and concepts are absolutely crucial to the overall mastery of the topic?
2. How many opportunities to return to these ideas in different contexts can you include in the scheme?

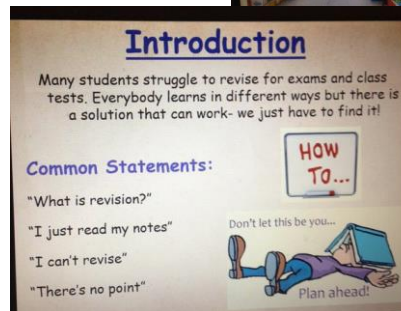
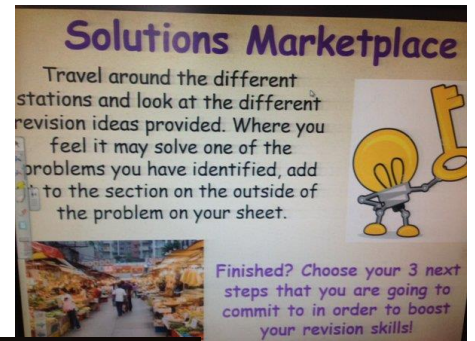
They state that this leads to the following:

- If an idea of concept is not crucial, then teaching it may take time from the practice of more crucial content.
- Planning is better when “front loaded” so that the difficult content is taught first and then practised later.
- Depth is more crucial to learning than breadth.

The article “The Science of Learning” summarises research from cognitive science, related to how students learn, with practical implications for learning & teaching.

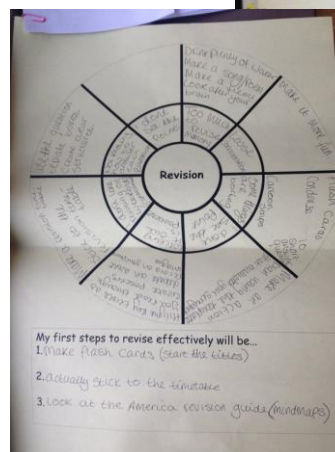
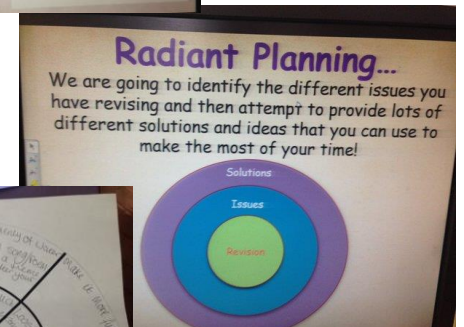
Meanwhile at Meols Cop:

MD has been using radiant planning with year 11 to identify the issues they have with revision and

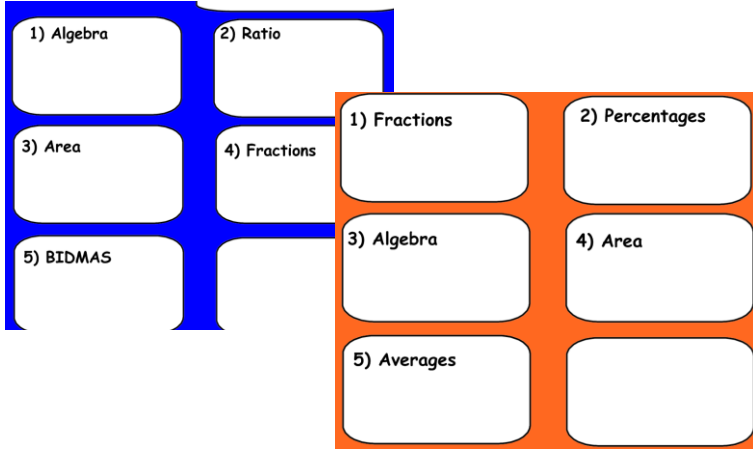


then providing solutions. Students completed a carousel of activities to identify revision strategies that would work for them and what

initial steps they need to take to tackle their revision.



In Maths BK has been using the "DIY 5 a day" to encourage students to think about the types of questions they could be asked about a particular topic and then to challenge each other to answer them.



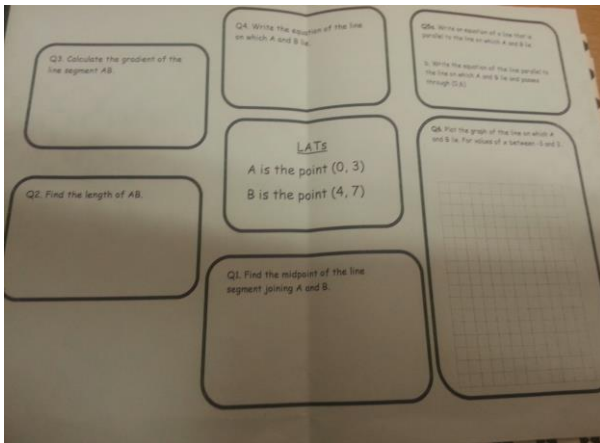
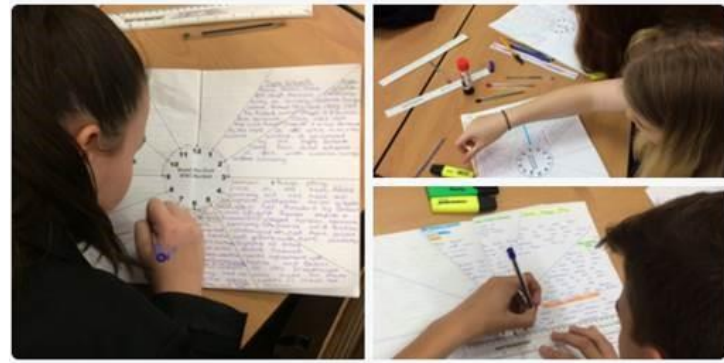
ST has been playing vocabulary tennis to help students to revise key terms related to a topic/sport.

ST's Vocabulary Tennis

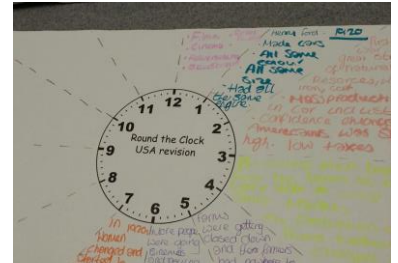
- Give students a topic
- Student says a word related to topic
- Then a partner/other pupil says a related word, until one pupil doesn't have anymore answers
- E.g. in PE a topic could be rules of basketball

Pupil 1
"You can't have double dribble"

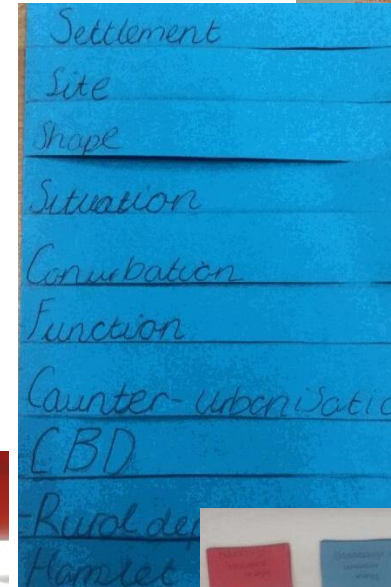
Pupil 2
"You can't travel"



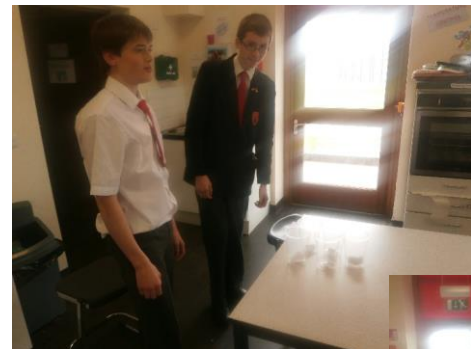
The Humanities faculty have been using "revision o'clock" to get students revising key topics in short bursts.



AW has been using the idea of Linking a Topic (LATs) with Year 10 to get them to think about the different types of questions they could be asked about a set of points.



Students in TM's Geography classes have been creating their own games, including flip books and "geography twister."



AO has been using "revision pong" for students to revise using past questions.

Students write their own questions and verbally mark them.

