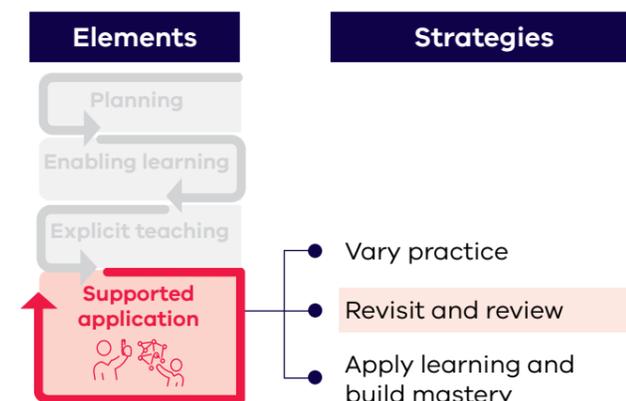




## Revisit and review

Revisiting knowledge at increasing intervals reduces forgetting, strengthens connections in long-term memory and makes the knowledge easier to recall and apply (Agarwal and Bain 2019; AERO 2024).

Typical teaching involves revisiting knowledge in multiple ways. Teachers can deliberately promote revisiting and reviewing, including through intentional strategies at different stages of a lesson and through routines like daily, weekly and monthly reviews.



### Key links to other guides

- Collaboratively develop quality curriculum materials
- Focus the learning
- Enable student self-regulation and self-efficacy

### Links to departmental initiatives

- Diverse Learners Hub
- Professional Learning Communities
- Student Excellence Program
- Victorian Lesson Plans

### References and further reading

[arc.educationapps.vic.gov.au/learning/resource/77580](https://arc.educationapps.vic.gov.au/learning/resource/77580)

## Practice 1 Identify review purpose and requirements

### Identify what to revisit, why and how

If learning is not revisited, it will most likely be forgotten over time, with the highest drop in retention occurring soon after something is learnt. Each time knowledge is revisited, it is further consolidated in long-term memory (Ebbinghaus 1913). Retrieval activities that require effort to remember help to embed previously taught knowledge more firmly, making it easier to recall and use in the future (AERO 2024). Once knowledge is consolidated, retrieval can become automatic, freeing capacity in working memory for new learning.

#### HOW?

- Drawing on the whole-school curriculum, map out the content that needs to be consolidated, such as core disciplinary knowledge (content, concepts and skills) and knowledge that students need to build fluency in. E.g. in Mathematics revisit and review core arithmetic skills, such as multiplication facts or calculation procedures, throughout the year.
- Use retrieval tasks that require reasonable effort ('desirable difficulty') from students to recall information, such as self testing or creating summaries of learnt content from memory.
- Use a variety of retrieval tasks, including short, repeated tasks to practise skills, simple recall activities (e.g. multiple-choice quizzes), questioning that stimulates reasoning, and tasks that prompt problem solving. E.g. the Victorian Lesson Plans mathematics retrieval resources.

## Practice 3 Model and teach the features of effective retrieval practice

### Teach revision strategies and techniques

Explicitly teaching students revision strategies helps them build their study habits and distinguish between effective and ineffective approaches. This supports them to manage their study increasingly independently and to become more effective independent learners (see **Enable student self-regulation and self-efficacy**).



#### HOW?

- Teach review strategies such as summarisation, self-explanation and elaborative interrogation.
- Explicitly teach self-testing techniques, such as concept mapping, using flash cards and self-quizzing. E.g. as a study aid, students create a concept map identifying common and different traits of mammals, marsupials and monotremes.
- Address student misconceptions about ineffective study strategies, such as cramming, by explaining why spacing study sessions is more effective. Provide examples and models of study schedules to help students plan their independent study.

## Practice 2 Consolidate knowledge through retrieval

### Establish retrieval routines

It takes multiple exposures for information to become part of a student's long-term memory (Ebbinghaus 1913; Rosenshine 2012). Routines, including daily, weekly and monthly reviews, allow students and teachers to consolidate learning, and identify if re-teaching or further practice is required.



#### HOW?

- Include reviews shortly after students have learnt new material. This can be through daily reviews, activities to activate relevant prior knowledge, and through end of lesson reviews. E.g. in a properties of materials lesson, students use questions and think-pair-share to activate prior knowledge ahead of a practical experiment: 'What are observations?', 'How do we make observations?' and 'Why are observations important in science?'
- In addition to daily reviews, establish weekly and monthly routines to review content from the previous week, from the previous month and from the beginning of the year. E.g. the Phonics Plus scope and sequence specifies review content for each term.
- Adjust the duration of retrieval routines to ensure adequate time for new learning. Reviews should focus on retrieval practice to consolidate prior learning, rather than delivering new content.

### Promote high response and thinking rates

Retrieval and review are most effective when all students are actively engaged. Low-stakes activities that require all students to respond, or be ready to respond, encourage students to actively think about what they know.



#### HOW?

- Use whole-class retrieval routines that require verbal and non-verbal responses, such as cold calling, mini whiteboards, quizzes, call and response, and agree/disagree statements. E.g. in a place value lesson, students respond on mini whiteboards to 'Which number is greater than 40? a) 391, b) 402, c) 209, d) 400.'
- Use a 'Do Now' activity (an independent task completed at the start of the lesson) to draw students back into the content and stimulate recall. E.g. in a lesson on persuasion in advertising, students write down definitions and examples of key terms from the previous lesson: persuasion, advertising, consumer and target audience.
- Use elaborative interrogation (what? how? why?) and peer supported retrieval (students taking turns asking questions and checking answers), to stimulate recall of previous learning. E.g. in a science lesson, use cold calling to elaborate on each answer: 'Are kangaroos mammals? How do we know? How are they different and similar to humans?'

