Review is an integral part of teaching and learning. We forget things, but regularly revisiting what we have learnt can reduce the amount we forget. Reviewing helps us develop our understanding of what we have learnt, consolidate knowledge into our long-term memory and reduce cognitive load for new learning. We are aiming for all children to have automatic recall of prior learning: effortless, fluent and automatic.

Principles for effective reviewing:

Involve all children	Make checking accurate and easy	Specify the knowledge to be retrieved	Keep learning generative	Vary the diet of teaching and learning	Make retrieval practice time efficient	Make retrieval practice workload
Do not rely on questioning of individuals to review prior learning - allows children to opt out.

Use Nessfield Top 5 Review Strategies to ensure all children involved.

Use adult support to scribe if needed for individuals/ small groups.

Timed, efficient and purposeful. | Children need to know what they got right and what they got wrong so plan simple retrieval activities with short answers e.g. low stakes testing 5 quick questions. | Specify the knowledge that need to be reviewed when planning.

Children need to know the set of knowledge that any retrieval/ review is going to be based on so they can check their own answers e.g. knowledge organisers

Share knowledge with families when taught so they can support. | Children expected to think for themselves and check they know and understand so provide opportunities to review without prompts and memory aids. | Plan reviews that include opportunities for children to explore and consolidate their ideas and prior learning in a variety of ways: Nessfield Top 5 Review Strategies | Purposeful, short and snappy: 5 to 8 mins at start of a lesson.

Don't let review dominate the lesson. | Avoid reviewing practices that add to teacher workload.

Children to check their own answers and gaps in understanding.

Use of adults to check for gaps in learning by scanning room/ groups in 'show me' review on whiteboards. |

Nessfield Top 5 Review Strategies:

Strategy	What does it look like?
Show Me: whiteboards	• Plan precise question/s in advance • Whiteboards: 'fill the board': large enough writing for adult to easily read • Cover answers once written so children not influenced by others responses • Reveal: 123 Show Me. No wobbling boards in the air. • Scan boards from front of class so can see all answers • Approximate class understanding: aim for 80—90% correct answers. Quickly correct those that are wrong but if need longer explanation address later in lesson or at another time.
5 Quick Questions: low stakes testing	• Plan precise retrieval questions in advance that require one or two word answers • Whiteboards: 'fill the board': large enough writing for adult to easily read • Cover answers once written so children not influenced by others responses • Answers given for children to mark own work and identify their gaps in knowledge • Quickly correct those that are wrong but if need longer explanation address later in lesson or at another time.
Blanked out knowledge organiser or key facts	• Plan which area of knowledge children need to revisit in advance and blank out on slide displayed on class whiteboard • Whiteboards: 'fill the board': large enough writing for adult to easily read. Timed task dependent on amount of retrieval required. • Cover answers once written so children not influenced by others responses • Blanked out area revealed for children to mark their own work and identify gaps in knowledge • Quickly correct those that are wrong but if need longer explanation address later in lesson or at another time.
Mind Mapping	• Plan precise knowledge want children to mind map in advance • Timed task with expectation of at least 4 branches • Whiteboards: 'fill the board': large enough writing for adult to easily read but with enough room to get all knowledge written down • Cover mind maps once written so children not influenced by others responses • Collect children's responses—short and snappy • Correct any misunderstandings quickly but if need longer explanation address later
True or false statement: how do you know?	• Plan true or false statement in advance based on precise knowledge want children to retrieve to answer • Timed task • Whiteboards: 'fill the board': large enough writing for adult to easily read but with enough room to get all knowledge written down • Cover answers once written so children not influenced by others responses • Reveal: 123 Show Me. No wobbling boards in the air. • Scan boards from front of class so can see all answers • Approximate class understanding: aim for 80—90% correct answers. Quickly correct those that are wrong but if need longer explanation address later in lesson or at another time.