

Effective Learning Strategies Student and Parent guide 2020-2021



Lealands
High School

Effective Learning Strategies

Lealands High School

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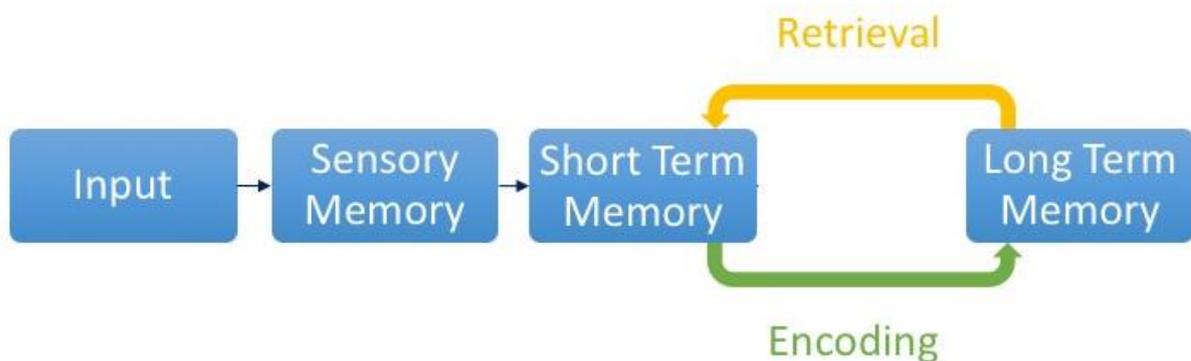
Research shows that not all learning strategies are as effective as each other. So as a school we promote the three most effective strategies that are proven to improve outcomes for all subjects and age ranges. These are:

- **Retrieval Practice**
- **Spaced Practice**
- **Interleaved Practice**

This student and parent guide outlines these three learning strategies and how to incorporate them into every revision session.

Strategy 1 Retrieval Practice

- Retrieval practice is any activity that means you have to retrieve information from your long-term memory without the support of notes or books.
- This is crucial because of the way in which our memories work. Our long-term memory is where we store information that we have learned previously. However, we have to be able to retrieve this from our long-term memory to our working memory, otherwise it will be forgotten. Revision is practising this retrieval. This makes the memory stronger and means you can recall the information more easily in the future. This is shown in the diagram below.



- This has been called the 'testing effect'. Research has shown that pupils do better in their final exams if they learn the information once and then do lots of tests (retrieval practice) rather than if they try to go over the information lots of times and only have one test.
- This means that it is really important that when you are doing retrieval practice you do not use your notes and instead complete any of the activities from memory.
- After you have completed the retrieval practice it is important to make sure you check and correct your responses. This will make sure that you remember the right answers in the future.

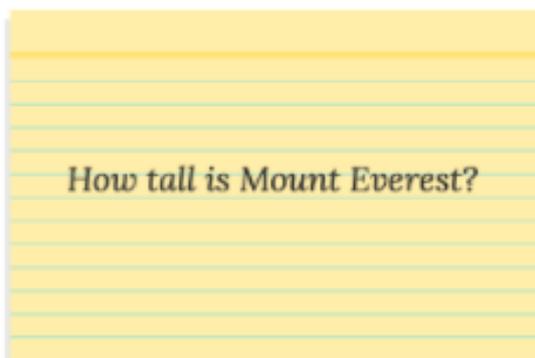
- **Retrieval Practice – Quizzing**

- Quizzing simply involves answering questions.
- You could use questions that you have completed in class or make your own.
- Use the wide range of online resources that the school provides you with. i.e. Hegarty maths, Educake science & geography, or GCSE Pod for all subjects.
- Include a range of questions – multiple choice, knowledge, understanding.
- Remember to answer the questions from memory first and then check if they are correct/complete using your notes afterwards.

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1. What is meant by 'exchange rates'?
 2. What is meant by 'interest rates'?
 3. Give two internal sources of finance
 4. How is gross profit calculated?
 5. What are long-term liabilities?
 6. What is job production?
 7. State two advantages of job production
 8. State two disadvantages of job production
 9. Why do businesses do a business plan?
 10. What is buffer stock?

Retrieval Practice – Flash Cards

- Flash cards have questions on the front and the answer on the back.
- This means you will need to break topics down into lots of small questions.
- Look at the question side and try to answer it. You can do this with another person, say the answer out loud to yourself or write the answer down. You then turn the card over to check if your answer was correct. Make sure you go over the incorrect ones again!
- You can review the flash cards from both sides
- You can use instructions and well as questions, e.g. explain this, evaluate this, etc.



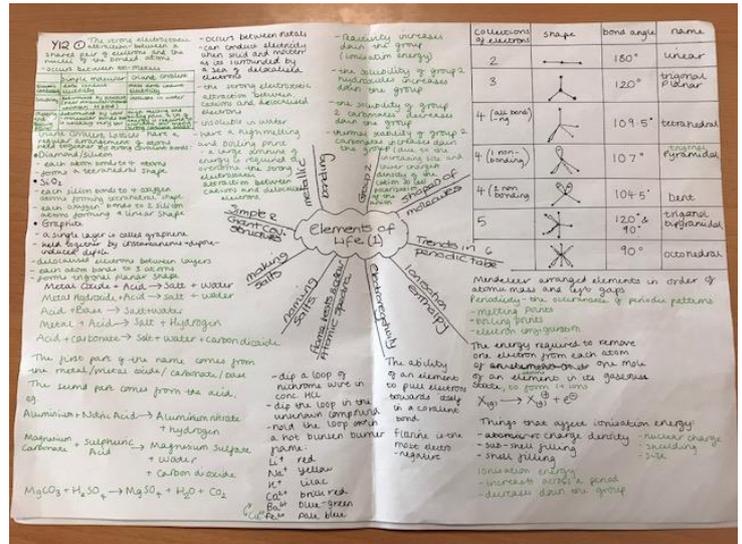
FRONT



BACK

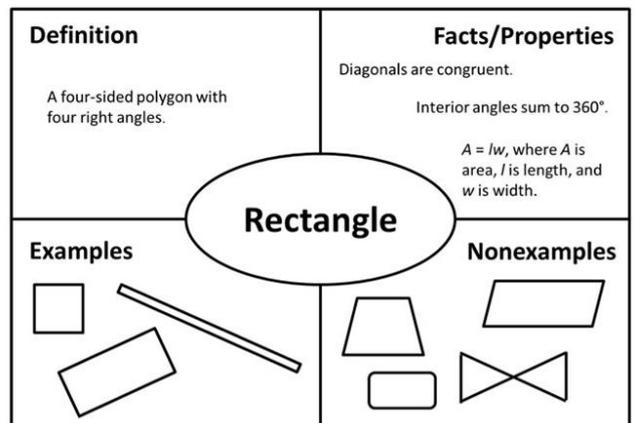
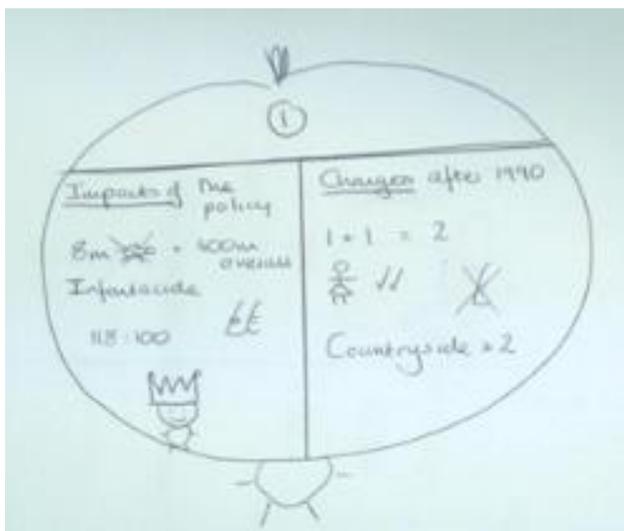
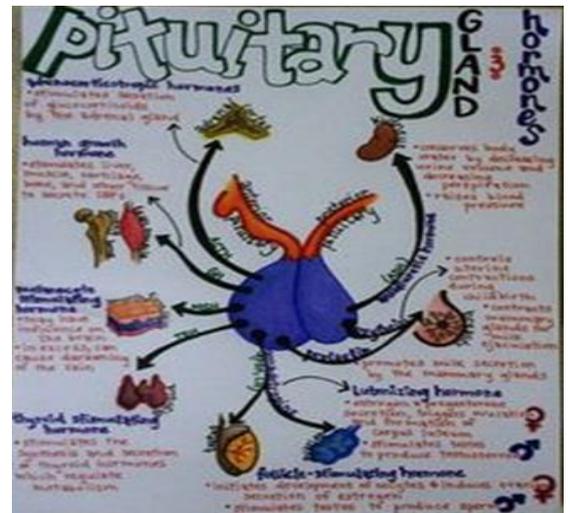
Retrieval Practice – Mind Maps

- Use the main parts of the topic as the first branches. You can get these from your notes to make sure that you include everything.
- You should then complete the rest of the mind map from memory.
- When you have done this you can use your notes to check, correct and add to the mind map.



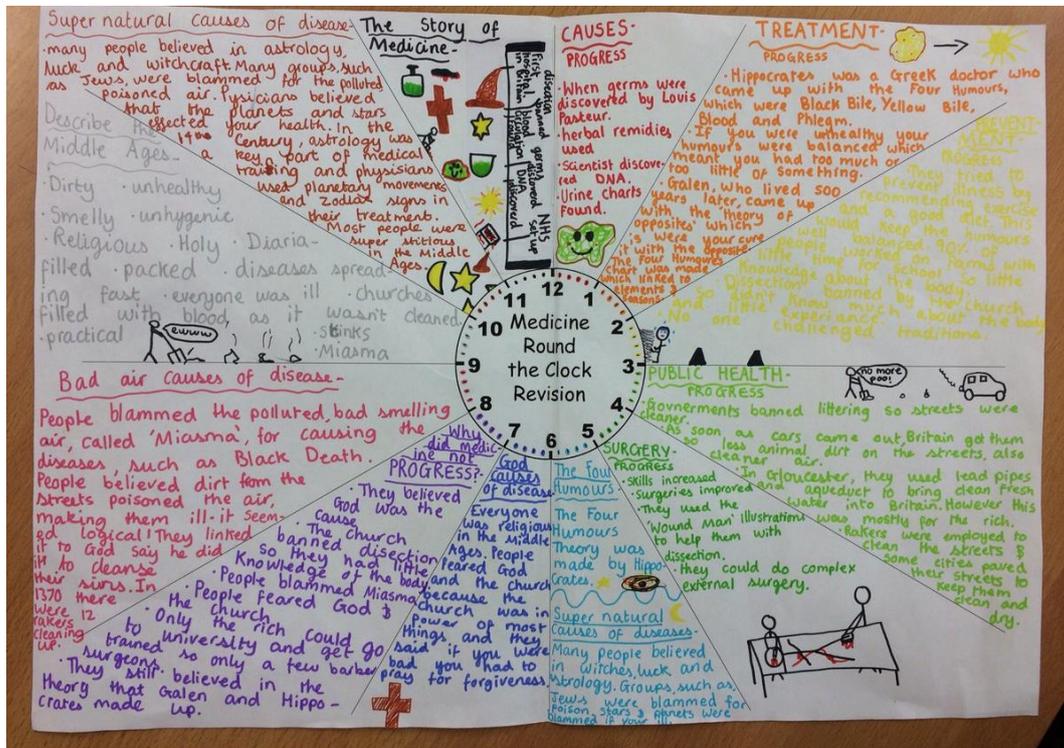
Retrieval Practice – Diagrams/Graphic organisers

- Diagrams and graphic organisers can be a useful way of remembering, summarising and organising a large amount of information.
- Draw a diagram or use a graphic organiser to summarise a topic (from memory first and then use notes to check and correct).
- Tip - Keep pictures simple - use single words/symbols/letters not sentences or paragraphs.



Retrieval Practice – Retrieval clocks

- Split a piece of paper into 12 sections.
- Each section is one aspect of the topic.
- You have 5 minutes to complete each section.
- Do this from memory and then use your notes to check and correct.



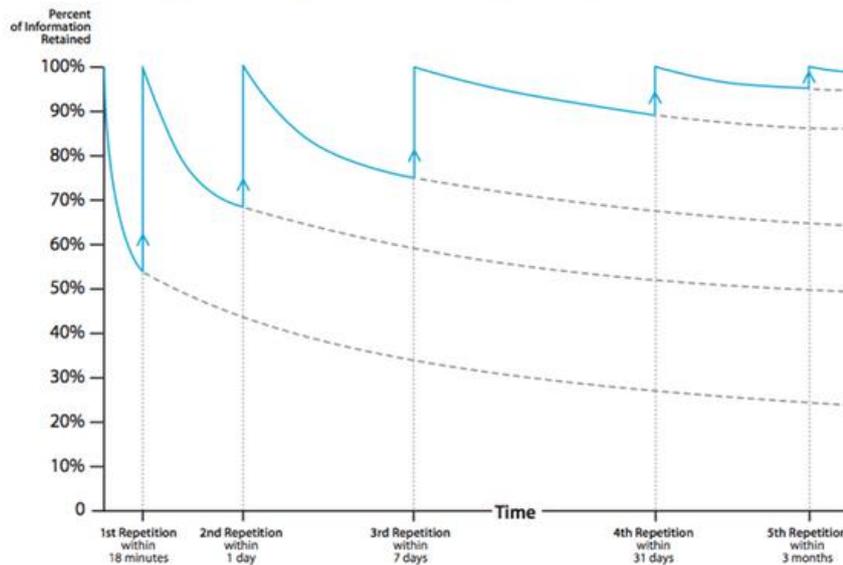
Retrieval Practice – Examination Papers

- Completing examination papers is one of the most effective ways to ensure you are covering a wide range of topics within your retrieval session as well as experiencing the types of questions your final exam will cover. Try to use the correct exam board as much as you can.
- Ensure you complete as many questions as you can from memory.
- Use the mark scheme or your teacher to check over the answers
- Fill in any missing answers from the mark scheme and then add these missing topics to your revision list.

Strategy 2 Spaced Practice

- Spacing is revisiting a topic sometime after first learning it.
- You need to go over topics multiple times, with a gap in between. This is because each time we go over a topic (after a gap) we forget less of it and remember more. This is shown in the diagram below.

Rate of Forgetting with Study/Repetition



- Throughout the course, you should revisit/review topics that you covered last week, last month and all the way back to the start of the course
- Research has shown this to be effective as it allows for some forgetting time. Retrieving this information is therefore more difficult and so long-term retention is improved.
- This is opposed to traditionally massed practice, where a skill/knowledge is practiced/recovered again and again and then a new skill or topic is covered. This has traditionally been seen as effective because massed practice leads to the quickest gain in performance. However, this type of practice also leads to more rapid forgetting and weaker storage strength.

Strategy 3 Interleaved Practice

- Interleaving is mixing up of lots of different subjects or topics when you do independent study. Research has shown that you will remember more if you do this rather than studying one topic for a block of time and then another.
- Make sure you do retrieval practice on lots of different topics.
- This is shown in the diagram.



Ineffective learning strategies

Research has shown the following study strategies to be ineffective:

1. **Writing a summary of your notes.**
2. **Highlighting your notes.**
3. **Re-reading.**
 - This is because they make you feel like you know the material and may help you to remember the information in the short-term (e.g. just after re-reading your notes) but this will not last so you are more likely to forget the information in the coming days.
 - These techniques should be used to highlight important information and make your revision notes but not as ways to help you remember that material.



Further support and advice

- Speak to your child's class teacher to find out the content they need to revise for assessments and examinations.
- Use the internet to find old examination papers that can be used for retrieval practice
- Ensure that they are using the resources provided by the school on a regular basis
- Ensure that they are completing all of their extended learning which has been designed around these three key effective learning strategies.
- Monitor for any ineffective strategies and use this guide to find a more effective method.