

Five Ways To: Do Daily Review

#5 of series. Created by: **TOM SHERRINGTON & DAVID GOODWIN** | @teacherhead | @MrGoodwin23 | www.teacherhead.com | www.organiseideas.com

Teachers often begin lessons with retrieval practice. There are good reasons to start by reviewing what was covered in the last lesson so students can activate acquired knowledge and make early tenuous connections. The **Do Now** concept from *Teach Like a Champion*, the **Lesson Starter** concept or **Rosenshine's Daily Review** from principles of instruction will likely influence your review routines.

QUIZZING. TEST AND CHECK

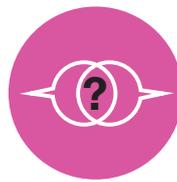
QUIZZING CAN BECOME repetitive if you always do a five-a-day quiz of the same style every lesson. You need to seek to create variety in your quizzes.

In all three quizzing examples below, all students review what they know and what they've forgotten, allowing the teacher to focus on common errors.



BOARD QUIZ

Students are given time to answer questions from the board before self or peer checking their responses.



PAIRED QUIZ

Students take turns quizzing each other using a knowledge organiser or similar resource.

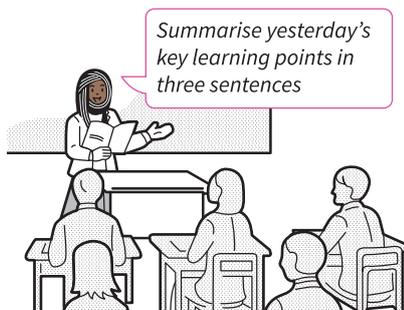


SELF-QUIZ

Students quiz themselves using cover and check resources, such as flash cards and unlabelled diagrams.

PAIR SHARE: REVIEW AND CHECK

ASK STUDENTS TO review the previous lesson or a specific concept and compare notes with a peer. Use Think, Pair Share to guide students to summarise the key ideas from last lesson or to rehearse an explanation of a central concept.



WRITE A PARAGRAPH

THE TASK IS to activate recent knowledge by writing about it in a short checkable paragraph. This can be structured or more open-ended, depending on student confidence.

Students can then share their paragraphs via a 'show call' process or by the teacher spotting good answers when circulating, sharing them via a visualiser or reading them out.



MULTIPLE-CHOICE CHECK FOR UNDERSTANDING QUIZ

SET A SMALL NUMBER based on the recent lesson material. There are several main advantages to this approach. You can use mini-whiteboards, broadening your insight into what all students are thinking. Secondly, MCQs are good at diagnostically identifying misconceptions. Finally, you can design a range of questions requiring students to engage with all potential answers. For example, which of these is the best correct answer and why?



SOLVE FAMILIAR PROBLEMS

TRY SETTING QUESTIONS or a task using ideas students were tackling in the last lesson. Problem sets are a set of questions like yesterday's so students can check they can remember how to do them. Goal Free problems are more open-ended. For example, students read a passage and write down as much as they can about the language features.

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