

The Power Hour or The memory Hour..... Ways to improve revision

When left to their own devices, many students lack knowledge about the best ways to revise. Reading and writing notes = the least effective ways to revise, however the most common methods used by students.

The Power Hour

Martin Griffin first coined the phrase but the method incorporates revision of content, actual exam practice and feedback. It forces students to use an active revision technique: writing down what you know and analysing work to see how many marks you've earned.



(See link to pdf)

The Memory Hour

The school that created this wanted students to realise that revision wasn't just made up of activities like writing out flashcards, or highlighting notes. More is needed if students are to have the best chance of learning. Hence, they split a clock into three parts: review, practice and checking activities



The first part of the clock focuses on **review** which we recommend should include opportunities for students to plan their topic carefully, that topics should ideally be spaced rather than massed and that review activities should be active rather than passive, for example including opportunities for elaboration (e.g Mind maps or turning notes into a diagrams)

MOST STUDENTS STOP HERE....

Retrieval practices or exam practice is key to long term memory. This can include: practising recalling knowledge in the form of low-stakes knowledge tests or through answering longer questions from memory.

Overtime they should aim to set a timer to recreate exam condition.

The final part of the guidance relates to the value in students comparing their answers to correct answers/mark schemes/getting teachers to look at it.

Once worked is marked – **after the hour** they can re-draft answers more effectively. Students should then have a break before starting a new topic.