

Why We Use Daily Reviews at Castletown Primary School



Daily reviews strengthen long-term memory

Daily review uses retrieval practice to bring prior learning back into working memory, strengthening retention and helping students recall and apply skills more effectively.

They activate prior knowledge at the start of lessons

A short review helps students connect previous learning to new content, improving readiness and reducing cognitive load before new instruction begins.

They support spaced and interleaved practice

Daily reviews revisit key content over time (spaced practice) and mix different concepts (interleaving). Both strategies significantly improve long-term learning and flexible thinking.

They improve accuracy, fluency, and automaticity

Regular practice of essential literacy and numeracy skills helps students build automatic recall, freeing cognitive space for higher-order tasks and increasing overall fluency.

They allow teachers to quickly identify needs and misconceptions

Daily review provides ongoing opportunities for teachers to see what students remember, what they misunderstand, and what needs to be retaught, enabling timely and targeted feedback.

They provide high return on instructional time

Daily reviews are one of the most efficient teaching practices, offering substantial learning gains for a relatively small time investment.

They support short-cycle formative assessment

Because teachers see student responses daily, they can adjust instruction immediately, making learning more responsive and personalised.

They build confidence and reduce learning anxiety

Consistent review helps students feel prepared, supported, and secure in what they know, boosting confidence before tackling new or more complex content.

They combat the forgetting curve

Daily retrieval interrupts natural forgetting by continually strengthening memory pathways, reinforcing previous learning in a low-effort, high-impact way.