**Effective note taking**

### The Cornell Method

**In the lesson...**
During the lesson pupils take notes in the NOTES section of their books.

**At home...**
That evening at home pupils complete the CUES section and the SUMMARY section.

**Retrieval Practice...**
Pupils use the summary sections of the notes (once checked by teachers) to create flash cards either digitally or handwritten

**Explicit Instruction...**
Teaching using direct/explicit instruction compliments this style of note taking. See the next slide for an infographic explaining these teaching principles

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<th>Cues</th>
<th>Notes</th>
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**Step 1**
Pupils mark up their page as per the measurements and headings on the diagram

**Step 2**
During the lesson pupils write down the main points and key details of the lesson content in the Notes section

**Step 3**
After the lesson, pupils write down the main ideas, prompts and questions generated by the lesson in the Cues section

**Step 4**
After the lesson, pupils write a summary of the lesson highlighting key ideas in the Summary section

**Step 5**
Using the Summary and Cues sections pupils create flashcards to build up revision resources
Explicit instruction

- Clear narrative structure
- Avoid additional complications
- Move from concrete to abstract

- Move from known to unknown
- Images and words better than images or words alone.
- Start blank and actively direct attention

Avoid the following

- The Split Attention Effect
- The Redundancy Effect

Don’t read this from the board