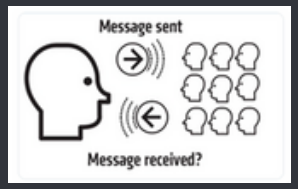
Questioning (including checking for understanding)

Effective questioning and classroom talk is essential to develop learning & higher order thinking. The greatest value of questioning is that they force children to practise retrieval; this strengthens and deepens memory.



Guided and Independent Practice

Pupils complete guided or independent practice and staff review learning and plan next steps. At every stage, staff check for pupil understanding using assessment for learning strategies.

Review

We know that good teaching requires teachers to constantly refer back to the learning objective throughout the lesson and reinforce prior learning.
We understand that when the pupils are involved in identifying what they have learned in the lesson, their memories will be significantly boosted.

Cognitive Science symbols we use across the curriculum.

At Southglade, we have created symbols that are used across our curriculum to support pupils with retrieval, challenge and assessment. These symbols are used consistently across year groups, so that our pupils are familiar with the meaning of the symbols and know the expectations of the task when they are their completing work.

This symbol is used when teachers are using an assessment method to determine what pupils have remembered.

This symbol is used when teachers are wanting pupils to complete a daily, weekly or monthly review.

This symbol is used when teachers are wanting pupils to complete a retrieval activity.

This symbol is used when teachers are wanting pupils to complete a challenge or extend thinking.

Cognitive Science

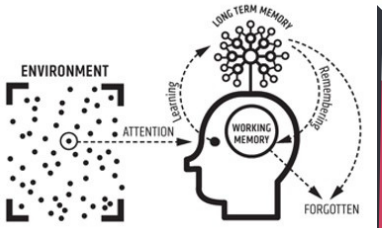
Valued Respected Believe to Achieve
Southglade Primary & Nursery School

How do pupils learn at Southglade Primary and Nursery School?

An overview to explain how we use Rosenshine's principles to inform planning and teaching so that all learners are supported and make progress.

Our aims...

By adopting a whole school approach to teaching and learning, we aim deliver quality-first teaching and secure knowledge into pupils' long-term memory through developing secure schemas with connected networks of ideas.



Understanding Cognitive Science

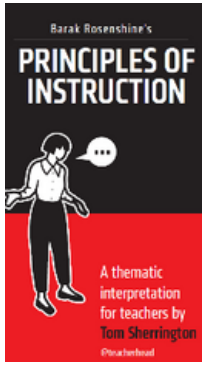
Cognitive Science is revisited regularly to reinforce the following key points:

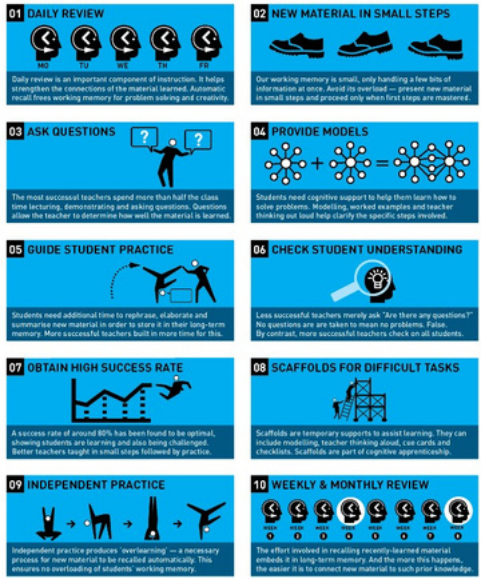
·The capacity of the working memory is limited
·Only when knowledge is committed to the long-term memory has that knowledge been learned
·Knowledge can be forgotten from both the working and long-term memory
·Unless we give pupils opportunities to retrieve and remember knowledge from the long-term memory, it will be forgotten

Our understanding of how to optimise the working memory and manage cognitive load, ensures staff make deliberate decisions around lesson design and learning environments.

Lessons at Southglade include:

1. A daily review of previous learning using retrieval practice strategies.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding.
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Time for children to do guided practice.
6. Teachers check all children's understanding in a variety of ways.
7. Children have a high rate of success, with enough mistakes to show that they are being challenged.
8. Scaffolds are provided for all.
9. Children are given opportunities to practice independently.
10. There are regular reviews of learning.





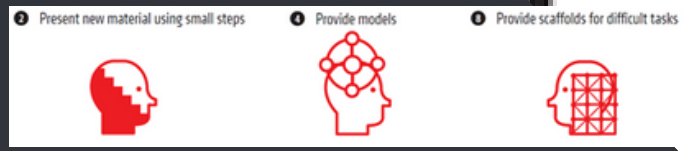
Review and Retrieve Prior Learning

Prior learning is revisited and learning is shared in a wider context.

Retrieval is the act of recalling learned information from memory, with no or little support.

Retrieval practice 'interrupts the forgetting'.

Sequencing Concepts and Modelling



New learning is introduced and explained in small chunks and pupils are provided with rehearsal time.