At HWP our teaching and learning is fully embedded in a cognitive science approach. This reflects our commitment to providing efficient and effective provision for the children in our context which in this context is specifically aimed at supporting the teaching and learning of disadvantaged / SEND / EAL children.

Our consistent and embedded approach has developed from a range of research informed practice and reading such as Education Endowment Fund and a range of reading materials. From this we have developed a 'Learning Toolkit' specific to HWP which are fundamental skills used in all aspects of teaching and learning.

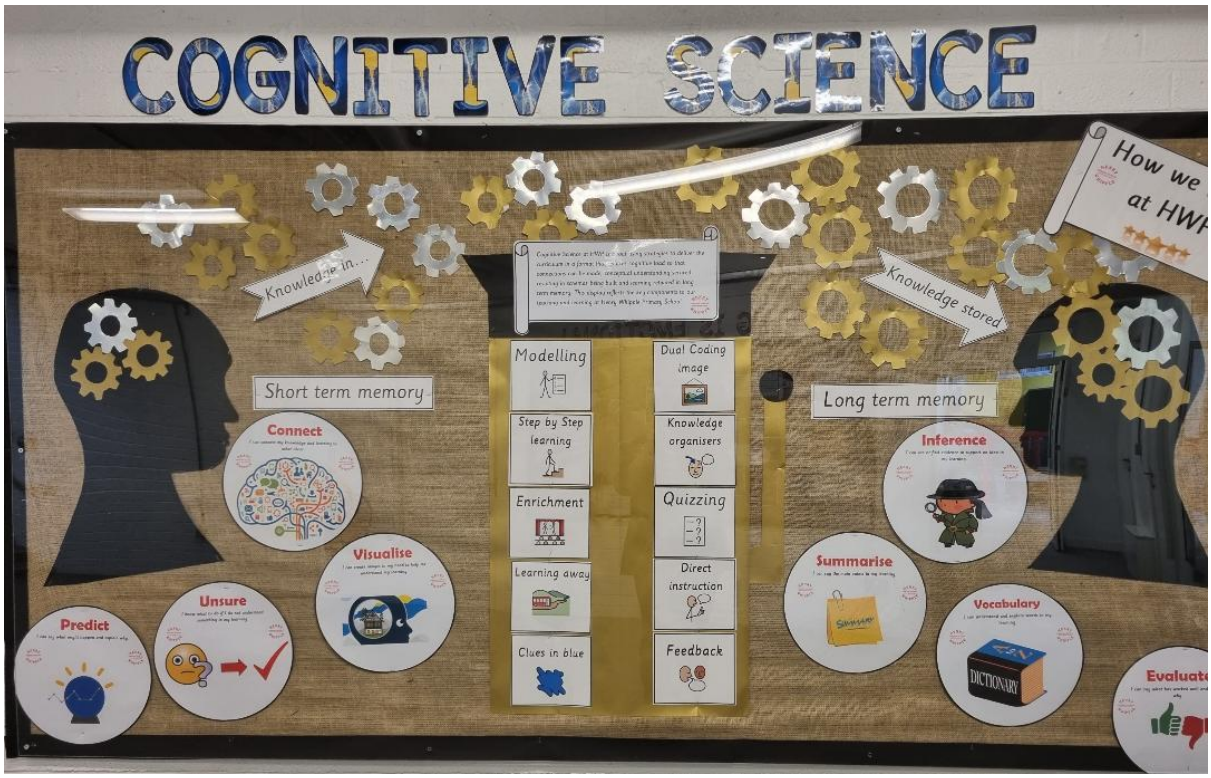
Our learning wheel further supports this approach in developing critical skills for behaviour and development.

Our knowledge- based curriculum design encapsulates the cognitive science approach and is combined with making learning real through lived Learning Away experiences and enrichment opportunities which supporting the understanding of concepts and conceptual development (schemas) through carefully planned building of connections.

At HWP we recognise that learning is emotional thus our universal provision reflects this in our standard curriculum which includes daily headspace; half a term Forest Schools and Yoga provision for each child. As a result, children have strong relationships with adults and others in school and demonstrate resilience within learning. They understand how to recognise, self-regulate and manage their emotions and most importantly enjoy their learning.

This approach reflects our vision of Believe Belong Achieve and implementing in each child an intrinsic motivation to learn.

Cognitive Science at HWP is about using strategies to deliver the curriculum in a format that reduces cognitive load so that connections can be made; conceptual understanding secured resulting in schemas being built and learning retained in long term memory.



This display reflects the key components to our teaching and learning process at Henry Whipple Primary School.

The Learning Toolkit is made up of the following key concepts-:

Inference; Vocabulary; Visualise; Predict; Evaluate; Connections, Summarise, Unsure

The Learning Wheel reflects the key positive learning behaviours we explicitly develop in our children and expect from all in the form of

Reflective learner; Team Worker; Participator; Investigator; Self Manager; Risk Taker

Cognitive Science in action at HWP

What will you see?

All elements reflect needs of the children at that particular time and therefore not all elements will be seen at all times.

The learning environment supports the reduction of cognitive load. Working walls are specifically relevant to current learning and school vision and culture. The school prioritises using the learning environment to support teaching and learning and delivery and enhancement of key concepts and messages. The environment is consistent but reflects age and stage development.

The Toolkit in Action within teaching and learning.

In books

LO already printed linking to elements of our toolkit.

Task presentation using dual coding to reduce cognitive load;

support connections ; building of schema to secure long term memory transference.

A wide range of graphic organisers are used within learning to organise information

In Teaching

- Adaptive teaching – clues in blue eg vocab / concept clue; schemas
- Direct instruction supports specific knowledge impartment. Teaching is focussed on what needs to be taught and therefor learnt. Clear links to prior knowledge.

- Dual coding – use of graphic organisers – to reduce cognitive load; provide support for making connections and building of schemas. Images provided to make connections.
- Retrieval Practices which enable our children to strengthen memory on key concepts.
- Spaced retrieval - regular revisiting within teaching and learning to distribute learning opportunities over further lengths of time.
- Quizzing – to support retrieval pre/ post learning and within aspects of learning.
- Elaboration – use of questioning and question stems to enhance connections
- Feedback sessions – group and 1-1.
- Scaffolding – learning is presented in 'chunks of information' .
- Modelling – teachers will model examples; strategies and processes where appropriate.
- Teacher footprint – this is the route any teaching staff take during independent learning time to support learners.
- Question stems to support delivery

Updated February 2023

This was accredited as 'An Area of Excellence' by Challenge Partners in March 2023 for 3 years.