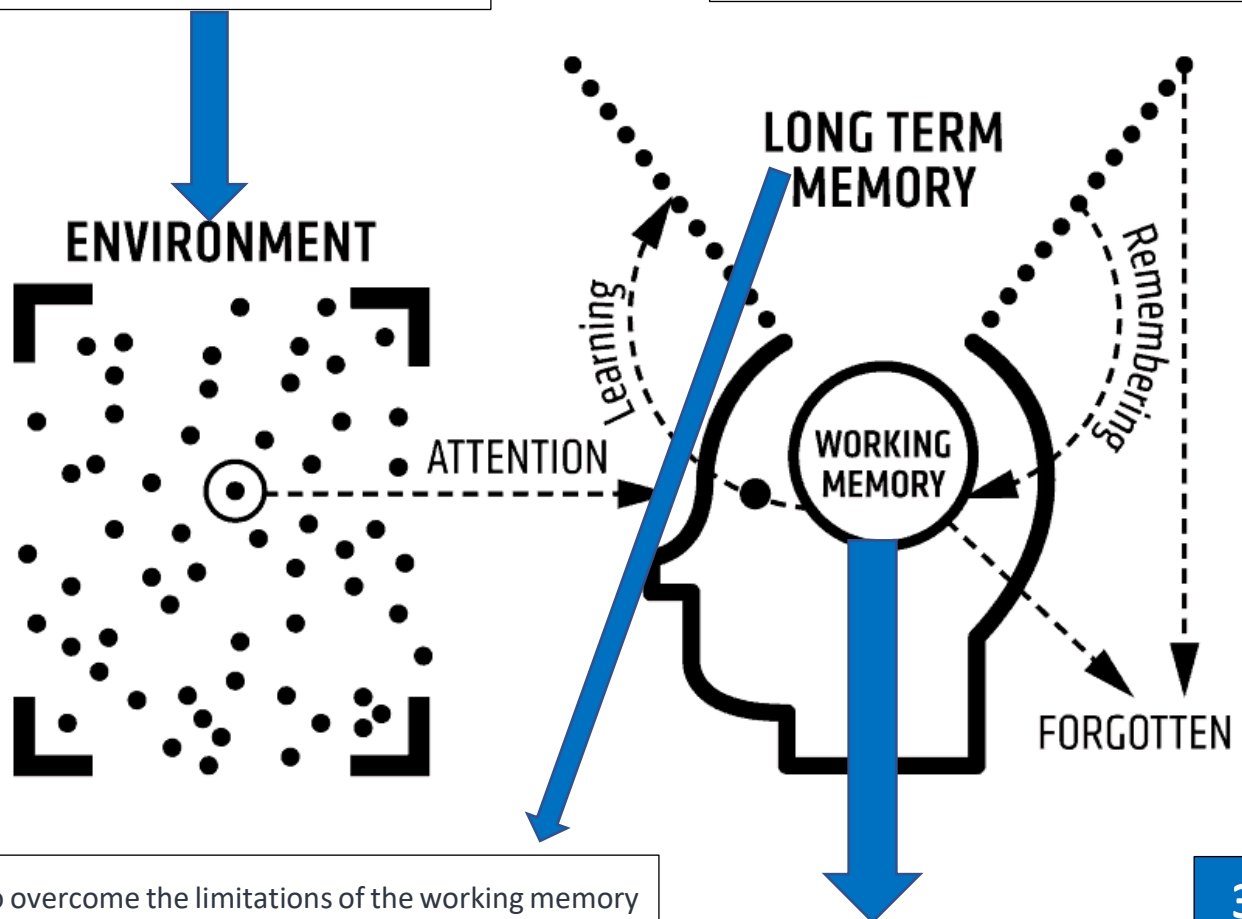


The 'Environment' refers to all the powerful knowledge and vocabulary that the subject teacher wants the pupils to learn. The 'Environment' also contains external information which may be physical (a teacher moving around the room), visual (images or text on the board), or auditory (the teacher's voice). It also contains internal information such as exam-anxiety, excitement about an after-school activity, or concern about a friend.

1

Prior to the subject teacher delivering their lessons a long-term curriculum plan is produced by the Curriculum Leader. The long-term plan outlines all the topics a pupil will learn. Once the long-term plan is in place the Curriculum Leader will collaborate with their subject teachers to create medium term plans for each topic to be taught. This involves identifying the **powerful knowledge** and **vocabulary** that they want the pupils to learn.

2



4

To overcome the limitations of the working memory and help pupils learn the 'Connect' requires pupils to recall, from their long-term memory, prior knowledge from a past lesson or topic that will be relevant to the new knowledge being taught in the current lesson. By recalling relevant prior knowledge from the long-term memory, it frees up the working memory for new knowledge because the new knowledge can stick to the prior knowledge and create strong mental schemas for pupils. When pupils recall with ease **the long-term memory has been changed which means learning has occurred.**

3

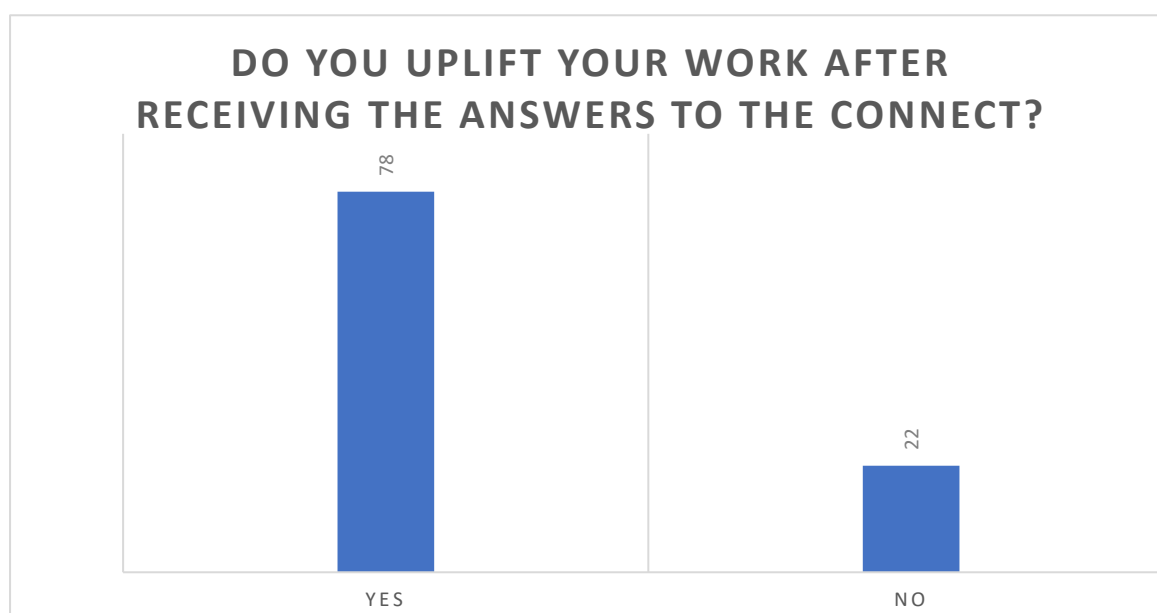
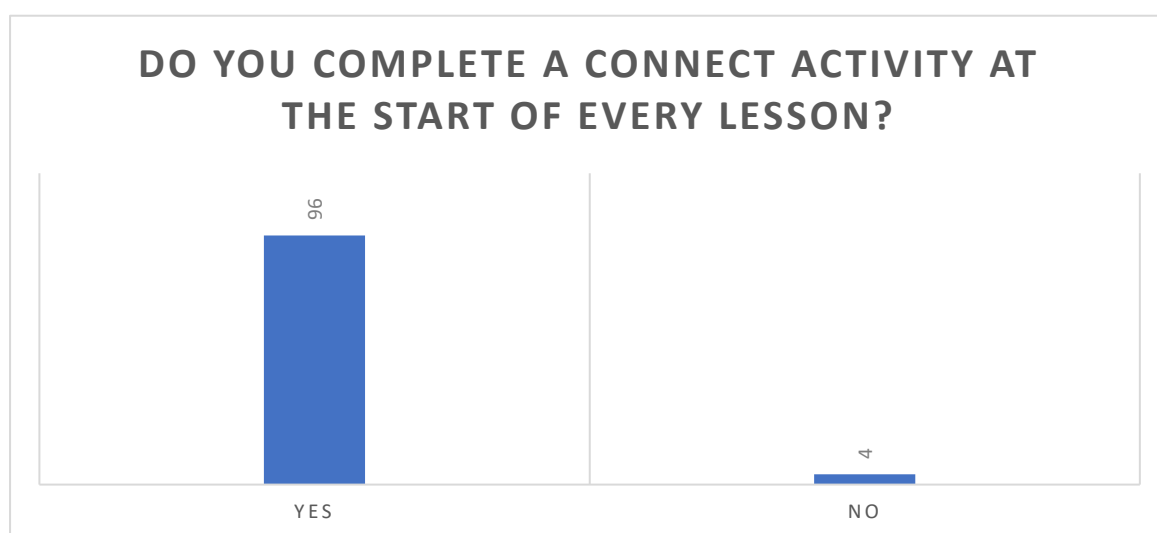
For powerful knowledge from the 'Environment' to move into the long-term memory, it must first be attended to and processed in a meaningful way by our working memory. Unfortunately, the working memory has a limited capacity and can become overloaded by the vast amount of knowledge that needs to pass from the 'Environment' to the long-term memory.

Continuing Professional Learning (CPL)

Every Monday from 3.05 to 4.15 p.m. subject teachers engage in CPL. During this academic year our CPL has focussed on ensuring that teachers consistently apply Fully Guided Instruction to ensure pupils achieve their full potential. To ensure that the learning from CPL is applied in the classroom we undertake a series of Learning Walks and Student Voice Surveys.

Student Voice Survey

In a recent survey of Year 7 to 11 pupils I asked several questions and these were the responses received (shown as a percentage):



When asked why they thought they were expected to complete a Connect activity at the start of the lesson pupils responded as follows:

