

St. Bernadette's Catholic Primary School
SIP 2021 - 2022

Subject/ Area: Increasing retention and fluency

Rationale:

- To adapt the core curriculum allowing time to consolidate learning, by tailoring lessons according to students' existing knowledge and skill.
- To understand the significance of cognitive load theory and apply this in everyday teaching

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
September	Introduction to Cognitive Load Theory to all staff in school. Staff meeting allocated.	A Cowings/Tom Rees	Staff will understand: <ul style="list-style-type: none"> • the difference between working memory and long term memory and recognise that there are limits to the working memory. • That if information can't be processed in our working memory it won't be transferred and stored in the long term memory. • How to modify a task so it assists the transfer of information into the long-term memory 	£150	
	Faculty leads meet with subject leads and identify essential curriculum goals.	Faculty leads	<ul style="list-style-type: none"> • Essential curriculum goals are identified for each subject area. These are used to check retention of information end of key stage. • Subject leads establish how much information children have been able to retain and will adjust their long term plans accordingly. 	N/A	

October	Create a checklist of ideas that staff can refer to when planning lessons that will aid transfer of information from working memory to long term memory.	Senior staff	<ul style="list-style-type: none"> Lessons are well planned and provide opportunities for children to consolidate their understanding by: Making the abstract concrete Providing appropriate scaffolds Stripping out the excess Providing quality explanations Repeating/revisiting/rehearsing to encourage automaticity. 	N/A	
	Identify best practice in lesson observations and share with staff.	Senior staff	<ul style="list-style-type: none"> The following feature in daily lessons and promote the transfer of information into working memory Quality explanations Appropriate intrinsic load (quantity of information shared) Use of dual coding to good effect Regular opportunities to check understanding Time set aside to summarise learning and consolidate Repetition of information. Good use of modelling Consideration of extraneous load 	N/A	
	Introduction of KIRFs in mathematics	K Harston E Finnegan	Staff and children understand the key knowledge in mathematics that will be stored in pupils LTM to aid learning.	N/A	
November	English and maths leads complete book and planning scrutiny and identify staff who require support in sequencing their weekly plans to aid transfer of information to LTM	K Harston E Finnegan K Lakin C O'Toole	Subject leads ensure the principles of cognitive load are embedded in classroom practice by supporting key staff in their planning thus improving pupil performance.	N/A	
December	Review changes made to teaching practise in light of training received. Staff questionnaire to be created to establish views anonymously.	A Cowings	Senior staff have a clear picture of needs of staff and progress made in developing teaching practise. Phase 2 of training will be implemented based of needs of staff.	N/A	

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Termly Review					

