



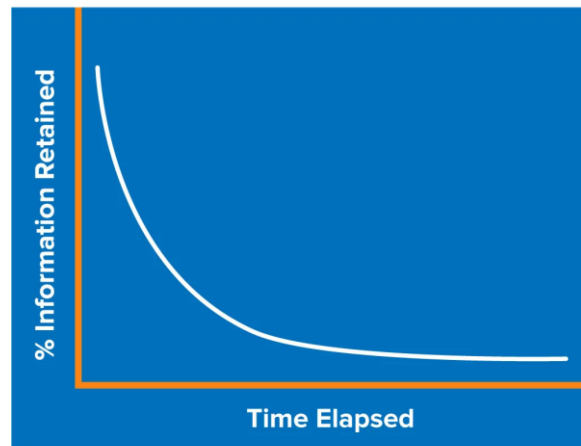
Learning through Pedagogical Models

At St Margaret's we believe that memory is key to learning. We have used key research to inform our curriculum. Our curriculum is built on sequential knowledge and skills. We believe that Quality First Teaching is forged on high quality, inclusive teaching with ongoing assessment informing future learning. We are always mindful of children's cognitive load and plan sequences of learning that build on prior learning. Our "sticky" learning is evident through pre and post teaching; and the explicit teaching of key vocabulary to aid long term retention.

Why?

German psychologist Hermann Ebbinghaus wanted to understand more about why we forget things and how to prevent it. His research produced the Forgetting Curve – a visual representation of the way that learned information fades over time. Key findings are:

- Memories weaken over time
- The biggest drop in retention happens soon after learning
- It's easier to remember things that have meaning
- The way something is presented affects learning
- How you feel affects how well you remember



To support children's memory and the building of knowledge and skills over time St Margaret's uses the Spiral Curriculum approach. This cognitive theory was developed by Jerome Bruner as a way of revisiting learning and embedding learning in the long term memory. A spiral curriculum is one in which topics, subjects or themes are revisited throughout the course. A spiral curriculum is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one.



The spiral approach to curriculum has three key principles:

1. Cyclical: Students should return to the same topic several times throughout their school career;
2. Increasing Depth: Each time a student returns to the topic it should be learned at a deeper level and explore more complexity
3. Prior Knowledge: A student's prior knowledge should be utilised when a topic is returned to so that they build from their foundations rather than starting anew.

Throughout our curriculum these pedagogical principles are used to ensure children know more and remember more. In addition, mathematics at St Margaret's has additional knowledge building techniques such as Flashback 4 (learning is revised from last lesson, last week, last term and last year) and teaching that is concrete, pictorial and abstract. Children learn from real life experiences of see/experience, draw it, imagine it.

Learning at St Margaret's is revisited and deepened within our spiral curriculum. We work hard to ensure that children are not cognitively overloaded while at the same time striving for rigour and excellence.