

Q2 – How do I understand and apply evidence about how pupils learn effectively, particularly regarding cognitive load, memory and retrieval practice?

Components	Pre-enrolment	Phase 1 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Applying cognitive load theory	I recognise that teaching approaches should be informed by robust evidence about the way pupils learn.	I have observed and can begin to articulate how experienced teachers manage cognitive load in a lesson. I give clear and precise instructions. I reflect on instances where pupils are overwhelmed.	I plan lessons with attention to the cognitive load of pupils. I can break complex tasks into manageable steps and provide appropriate scaffolding. I am starting to proactively monitor pupils to identify when cognitive overload occurs. I use worked examples to support pupils through new processes.	I recognise areas in my subject that often result in cognitive overload, and plan lessons in a way that tries to reduce it. I adjust my delivery and planning to account for cognitive load, while maintaining appropriate challenge. I balance complexity and clarity in explanations, adjusting support as pupils' expertise increases.
Developing retrieval practice strategies		I have observed and can begin to articulate how teachers incorporate retrieval practice in their lessons. I can use simple questioning techniques to gauge pupil understanding in a 1-1 or small group environment. I understand that requiring pupils to retrieve information strengthens learning.	I implement regular retrieval practice through low-stakes activities in my lessons. I have developed strategies for spaced practice by revisiting key concepts across lessons. I can link new concepts to prior knowledge in my lessons. I track concepts pupils struggle to retain and begin to adjust my teaching accordingly. I balance teacher-talk, repetition, practice and retrieval in my planning.	I design and deliver retrieval activities across my lessons that revisit prior learning at appropriate points. I confidently track pupil progress and use this information to adapt my lesson planning and delivery. I am starting to help pupils develop metacognitive awareness by proactively teaching strategies for independent study. I can increase challenge with practice and retrieval as knowledge and skills become more secure.
Fostering deep understanding		I have observed and can begin to articulate how experienced teachers promote deep understanding through questioning and requiring pupils to explain their thinking. I notice pupil misconceptions and how they are addressed by teachers. I am starting to notice when pupils have weak prior knowledge that might lead to misconceptions.	I am starting to deploy questioning strategies that deepen pupil understanding. I can begin to anticipate common misconceptions and plan to address them in my lessons. I encourage pupils to share emerging understanding and points of confusion. I provide opportunities for pupils to elaborate on their responses to deepen understanding.	I can develop and deploy questioning sequences that progressively deepen understanding and require pupils to use specialist vocabulary. I am starting to analyse patterns in pupil misconceptions and use them to refine lesson and mid-term planning. I can link what pupils already know to what is being taught. I can create opportunities for pupils to organise knowledge into increasingly complex mental models and/or schema.