BHS TEACHER KNOWLEDGE ORGANISER

Bloom's Taxonomy	A classification system used to define and distinguish different levels of human cognition – with *knowledge* at the base of the 'pyramid', holding it all together, and working up through understanding, applying, analysing, evaluating and creating.
Cognitive Load Theory	*Cognitive Load* is the weight we put on the processing power we have in our *working memory*. *Cognitive Overload* happens when there is too much 'stuff' competing for our attention, and we can't process it properly, leading to frustration, giving up, getting distracted by other things, not following instructions, and just generally bad behaviour. Clarity and simplicity in how we present things to students is key.
Curriculum	*What* we teach.
Daily Review	An activity, usually at the start of a lesson, designed to find out what is in students' *long-term memory* – specifically, what they know already about a topic *or* to check if they can remember something they should have learned. This can also be weekly / monthly / end of topic, and can be used to help exploit the *lag* effect.
Formative Assessment	Any assessment that is used to gain an understanding of what students know and don't know, and to inform how to progress. It is usually better when it is 'low-stakes', and should be what we are doing *constantly* throughout lessons.
High-Stakes / Low-Stakes Assessment	'High-stakes' refers to assessment that is a bigger deal and has bigger consequences for students (usually summative assessment). 'Low-stakes' refers to more regular assessment, where the consequences of getting things wrong are less. The majority of our on-going assessment should be 'low-stakes' (questioning of all types, using show-me boards, daily reviews and plenaries all provide opportunities for constant low-stakes assessment).
Interleaving	The process where students switch between multiple topics / types of problem they study, proven to help improve learning. The effort associated with jumping from one thought process to another helps strengthen learning.
Knowledge Organiser	Usually a single piece of A4 containing all the specific information students are expected to learn for a given topic/unit.
Lagging	Putting time between incidents of exposure to information helps recall. Lagging homework means separating tonight's homework from today's lesson. The *lag effect* demonstrates that successive repetition is *not* the most effective way to retain information.
Long-term Memory	Where we store information for extended periods. Learning is the development of long-term memory.
Making Learning Visible	Making each student *show* what they've learned (or not learned) forces them to really *think hard*. Tools like 'Show-Me' boards, where every student jots down an answer, help with this.
Metacognition	Thinking about thinking; understanding how we think.
Pedagogy	*How* we teach.
Plenary Review	Like *Daily Review*, this is about checking whether students have learned what you intended them to learn at the end of a lesson. There are two key elements: 1) Revisit the Learning Intention and 2) Check learning. (Continued…)

	This can be done in a variety of ways – Exit Tickets, Multiple Choice Questions, using the 'Post-It' app, screen-shots of the 'Classroom' app, etc. – all of which should be linked to the lesson's Success Criteria.
PLPs	'Professional Learning Plans' include teachers' individual learning focal points, usually focussed on a specific element from the Lesson Evaluation Toolkit.
Retrieval Practice	The act of trying to recall information without having it right in front of you, proven to enhance the development of *long-term memory*. A simple approach is 'Read – Cover – Write – Check – Correct – Repeat'.
Rosenshine's Principles	These are ten principles of instruction, pulled together by Barak Rosenshine. They include daily review, introducing new material in small steps, asking questions, providing models, guiding student practice, checking student understanding, obtaining a high success rate, using scaffolds for difficult tasks, independent practice, and weekly & monthly review.
Scaffolding	This can be done in a few ways, such as giving students access to a support resources, or breaking up the learning into chunks and providing a tool, or structure, with each chunk. Like a scaffold that can be built to different heights based on how high you need to be to access what you're working on, scaffolding enables students to 'reach' more difficult tasks. Gradually, this scaffolding can be reduced / removed. It's a great tool for differentiation.
Schema	A pattern of thought that draws upon specific bits of knowledge to help organise and interpret information. Basically, it's a framework that your brain uses to help understand things. If I ask you to think of a five-letter Chinese animal that primarily eats bamboo, you'll probably say, without much thought, 'Panda'. That's because of the schema created by pulling together your knowledge of a) five-letter animals b) Chinese animals c) animals that eat bamboo. We are barely conscious of schemata at work, but they result from specific bits of knowledge we hold coming together. The more knowledge we have, the more 'schema' fuel we have. The more schemata we have, the better equipped we are for making sense of new information.
Spacing	The process where three 'inputs' of information are spaced by two ten-minute breaks filled with unrelated information – just enough time to *almost* forget. Studies suggest that, within a lesson, having two 'distracting' breaks of about ten minutes actually improves learning. Consider using these 'breaks' to review older, unrelated material.
Summative Assessment	More often *high-stakes*, this is assessment that 'sums up' what a student knows on a broader level – usually focussed on a whole topic, unit or course.
Working Memory	This is where *thinking happens*. We *store* information in our long-term memory, and we pull it out of there to use it in our *working memory*. It is working memory that suffers from *cognitive overload*.