

COGNITIVE LEARNING THEORIES

The St Botolph's Curriculum is underpinned by 5 Cognitive Learning Theories.



1) RETRIEVAL PRACTICE

Retrieval practice is the technique of supporting children to bring previous learnt information to the working memory. By repeatedly recalling knowledge to the working memory from their long-term memory that knowledge is strengthened and is more likely to be remembered.

2) SCHEMA THEORY

Schema theory describes how learners group together memories and knowledge. These groups are known as schemata. Linking new knowledge to existing knowledge makes the process of learning easier as it makes retrieval more efficient.



3) DUAL CODING

Dual coding is the theory that using different types of stimuli to present new information helps learners to encode and retrieve what they have learnt.

4) SPACED PRACTICE

Spaced practice is a study technique that suggests spacing out learning instead of cramming and learning the information in one go, giving learners the chance to review material over a longer period of time.



5) COGNITIVE LOAD THEORY

Cognitive Load Theory suggests that our working memory is only able to hold a small amount of information at one time, and that it is important to avoid overloading the working memory in order to maximise the amount of knowledge that is learnt.