



Guidance for Completing Your Study Group Learning Form

What do we mean by “concepts”?

In this context, *concepts* refer to key ideas or approaches to teaching and learning that were discussed during the study group. These are **pedagogical principles** that help teachers make informed decisions when planning lessons and learning activities.

In this session, we explored ideas linked to the **theory of learning** – the science behind how pupils learn – and how this should guide lesson planning.

Examples of concepts discussed include:

- **Bloom’s Taxonomy** (remember → understand → apply → analyse → evaluate → create)
- **Hattie’s Backwards Planning - For context: described in Peps McCrea’s Lean Lesson Planning as ‘backwards design’** - In the context of lean lesson planning, this means two things:
 - Starting your planning with the question: What do I want my students to have learnt by the end of the lesson?
 - Spending more time on third activity than you think you should.
- **Cognitive load** and avoiding overwhelming pupils with too much information
- **Connecting new knowledge to prior knowledge (schema building)**
- **Sequencing learning across lessons**
- **Modelling and scaffolding**
- **Retrieval and practice**

Your concept does **not need to be completely new**. It may be something that:

- Was new to you
- You already knew but now understand more deeply
- Has changed how you think about lesson planning or classroom activities

What should your reflection show?

Your response should demonstrate that you can:



- Identify a **key pedagogical idea from the session**
- Explain **what it means**
- Reflect on **how it influences your teaching**
- Apply it to a **specific lesson or learning experience**

Tip: Be specific. Explain **how** you would apply the concept to teach a specific topic or lesson within a topic or at a particular point in a scheme of work to teach a skill or new knowledge and **why you think** it would help pupils to **make better progress**.