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SCHOOL

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Dear Parent/Guardian

REVISION WEEK 3

Across the academic year we have four themed weeks on revision, to support students in all year groups with their revision and recall practice.

This week is our third. We have introduced the topic of “cognitive load” in assemblies and encouraging students to think about how they plan their revision to ensure that they retain/recall information from their long-term memory and do not overload their working memory. I have attached an information sheet for parents on this topic to this letter, and a copy of the assembly delivered on today was recorded and can be access on the link below:

https://zoom.us/rec/share/-NA4FlgsHtfFxm2EA57QmMiVy20pjAZhOm08W2IAyGcZKEUBEyY_xnpRguCLnoeX.TKDuQ83F3_c2K2KW

Passcode: xWsr\$f59

Teachers will also be setting revision and recall tasks for homework this week, whilst discussing with students the best strategy for approaching this task.

We recognise that every student will ultimately develop their own approach to revision, but we hope in sharing these resources that you find them useful in discussing revision at home.

Yours sincerely

Mrs A Morgan
Senior Deputy Head

Cognitive Load Theory

Information for parents and carers

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Did you know?



Cognitive load theory is a handy model to understand challenge and how to learn information which isn't too hard, or too easy, but just right. (Sweller 1998) Cognitive load is the amount of information our working memory can hold at any one time. The capacity of our working load is limited and therefore students can maximise their working memory by practising a range of strategies.

Research shows that strategies for reducing cognitive load can assist the human brain to learn and store knowledge, boost confidence and improve memory retention.

Further research has identified that reducing the cognitive load can reduce stress and anxiety and the feeling of being overwhelmed with tasks.



What can you do?

Support your child to try out strategies to reduce the cognitive load. Examples include:

- Breaking down problems into smaller parts. This reduces the problem space and lightens the cognitive load, making learning more effective.
- Helping them to understand worked examples in order to work out how to complete tasks.
- Encouraging them to take advantage of auditory and visual channels in their working memory and supporting them to create stories to help remember information in accessible chunks.
- Working with them to simplify information and build on it. Students should avoid overloading their brain with too much information at any one time.

The learning environment is crucial to reducing cognitive load. Help your child to create a calming environment to work in with as few distractions as possible. Encourage them to turn off their phone, music or the TV whilst revising or doing homework. Distractions only add to our working memory.

Help and encourage your child to review information from their lessons as they go along because this will help improve their retention, adding knowledge to their long-term memory. Help them get into a routine which works for them.

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