









## The Central Way - Teaching and Learning Model WCP Revised February 2026

 Connect	 Explain	 Example	 Attempt	 Apply	 Challenge
<h3>Assess</h3>  <p>Questioning, check for understanding – responsive teaching. Tackling misconceptions, not mistakes. Timely, live feedback. Expectation that children act on this.</p>					
Your turn	My turn	My turn	Our turn	Your turn	Your turn
<p><b>Activate Prior Learning</b> – this phases is the bridge between previous learning and the new lesson content.</p> <p>Teachers prime pupils' schema so new information can “stick” more effectively.</p> <p>Teachers strengthen long-term memory through retrieval and cumulative quizzing</p> <p>Cognitive load is reduced by ensuring pupils have the prerequisite knowledge available in working memory.</p> <p>This phase reveals gaps that need addressing before new instruction begins.</p> <p>The teacher uses highly structured routines to activate</p>	<p>Teacher gives a clear, concise explanation of the new learning</p> <p>The explanation is direct, sequenced, and avoids unnecessary complexity — Cognitive load is reduced by giving pupils the essential knowledge up front</p> <p>Selected, key vocabulary taught explicitly</p> <p>Teacher pre-empt Misconceptions</p> <p>Teacher again makes links new knowledge to prior learning (coherent sequencing)</p> <p>The teacher considers concrete before abstract and considers experiential</p>	<p><b>Model</b> - Teacher provides a worked example of the concept. (modelled writing, an annotated diagram, a demonstration etc)</p> <p>Teacher models small steps of learning and narrates thought processes. Only after the pupils have mastered the first step do teachers proceed to the next step.</p> <p>Teacher pre-empt misconceptions</p>	<p><b>Guided Practice</b></p> <p>The task is manageable so pupils can apply the steps while working memory is still supported, before cognitive load increases and concept is still fresh.</p> <p>Pupils practise after each step. Only after the pupils have mastered the first step do teachers proceed to the next step. Adult still narrates thought processes.</p> <p>Teacher decides whether the class needs another model or further examples Scaffolds can be used. E.g word banks, sentence stems, success criteria etc</p> <p>Examples - guided write, practice one question while teacher checks in, replicate</p>	<p><b>Independent practice</b></p> <p>The responsibility shifts from teacher to pupil. Pupils apply the new concept for themselves in a meaningful, structured task without teacher scaffolding, where possible.</p> <p>Pupils ‘think hard’, leverage prior learning*, and apply knowledge generatively**.</p> <p>Pupils consolidate and strengthen the new learning. They retrieve, connect, and transfer knowledge, which CUSP prioritises through spaced and generative practice.</p> <p>This phase tests if they can use the concept independently and whether learning is ‘stuck’.</p>	<p><b>Thinking independently at a deeper level</b> - reason, make connections, retrieve prior knowledge, generalise, and deepen understanding.</p> <p>This may happen after a series of lessons, not every lesson.</p> <p>Pupils ‘think hard’, leverage prior learning*, and apply - knowledge generatively**.</p> <p>For example - applying knowledge to novel situations, using subject-specific vocabulary independently and flexibly, explaining reasoning, not just giving answers, making comparisons, spotting patterns, or critiquing examples and generating new links across the curriculum ("big ideas")</p>

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<p>prior knowledge. These might include:</p> <p>Teachers will ask retrieval questions, use visual and concrete prompts and check for foundational knowledge needed (e.g., prior scientific concepts, map skills, grammatical knowledge).</p> <p>Teachers ensure pupils understand WHY this new learning matters</p>	<p>learning, high-quality images, diagrams etc</p> <p>Teacher ensures pupils are cognitively prepared for the model that follows</p>	<p>Teacher considers concrete before abstract and considers experiential learning, high-quality images, diagrams etc</p> <p>Cognitive load is reduced by giving a concrete model before pupils try it themselves.</p>	<p>scientific diagram or method with scaffolding</p> <p>Pupils build confidence before the independent parts of the lesson. A safe point for correcting misconceptions early</p> <p>Teacher may work with a group, guide and return as well as checking in with class. Teacher checks for understanding and provides immediate precise feedback.</p> <p>Teacher considers concrete before abstract and considers experiential learning, high-quality images, diagrams etc</p>	<p>The teacher steps back to assess genuine understanding and pupils to think hard.</p>	<p>The teacher gives minimal prompts ; the intent is to see how pupils think independently at a deeper level.</p> <p>Pupil responses here give strong insight into mastery.</p>
 <p><b>Coherent sequencing that builds over time</b>, creating opportunities for cumulative thinking</p>					

\* Leverage prior learning” means using what pupils already know to help them understand new content more effectively.

For example:

If pupils previously learned:

- What habitats are
- What animals need to survive

Then in a new lesson about adaptations, the teacher:

- Reminds pupils of those earlier ideas (prior learning)
- Shows how these ideas help explain why certain animals have specific adaptations

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The new content becomes meaningful because it “locks into” what they knew before.

\*\*\*'Applying knowledge generatively' means actively using, connecting, and transforming existing knowledge to create new understanding, solve novel problems, or produce original work, rather than just recalling facts. Grounded in cognitive science, this approach treats learning as a "generative" process where the learner constructs meaning by linking new information to prior experiences.