



Independent  
Association of  
Prep Schools

## N74: Cognitive challenge and pedagogy

**Date** Monday 22 November 2021  
**Venue** Online  
**Cost** £125 (non IAPS members – additional £50)

This session will explore evidenced based cognitive theory and key elements of the science of learning, giving detailed consideration to their effective application in the classroom to meet the needs of more able learners. Specific foci will include metacognition and self-regulation, spaced and retrieval practice, cognitive load theory, sequencing and modelling. We will explore what cognitive challenge means and the components essential for its effective implementation in classrooms and throughout the school. Practical examples of cognitively challenging pedagogy will be shared and reviewed.

**Audience** All teachers

**Objectives** To investigate what current cognitive science research and evidence means for more able learners and be able to apply this in the classroom, understand what cognitive challenge actually means, how to provide high-quality challenge and how to plan effectively for challenge.

**Course Director  
& Presenter** Chris Shepherd, National Association for able children in Education (NACE)  
Associate

### Programme: Monday 22 November 2021

**0900** Welcome & introductions - briefing & expectations for the day

#### **0910 Session 1: Understanding cognitive challenge**

This session will explore the importance of cognitive challenge for every learner but with a particular spotlight on the more able. Findings from evidence-based research about the core components of cognitive challenge essential for its effective implementation in classrooms and throughout the school will be shared and exemplified.

**1000** Break

Over/...

**1015 Session 2: Evidence-based cognitive theory in the classroom**

In this session we will focus on key elements of the science of learning and the importance of cognitive Challenge as an aspect of each evidence-based approach. We will give detailed consideration to their effective application in the classroom to meet the needs of more able learners. Specific foci will include metacognition and self-regulation, spaced and retrieval practice, cognitive load theory, sequencing, and modelling.

**1100 Break**

**1110 Session 3: Developing cognitively challenging pedagogy**

A key focus of this session will be the sharing and exemplification of practical examples of cognitively challenging classroom pedagogy and whole school approaches including the importance of effective planning for challenge.

**1200 Course ends**

**Terms and conditions of cancellation:** If a delegate cancels his or her application up to and including 4 weeks prior to the date a refund of 75% of the fee will be given; 50% of the fee will be refunded up to and including 2 weeks prior to the date; thereafter, IAPS regrets that no refund can be made.

**Data protection:** At IAPS we are committed to protecting your personal data and we want to make sure we meet GDPR standards. We hold your data so that we can send you details on future events. For information on how we retain this data and how we access it, view our data protection documents on [www.iaps.uk/iaps-data-protection-documents.html](http://www.iaps.uk/iaps-data-protection-documents.html). We will continue to be in touch with you in line with our updated data policies. If you have a question about your data, want to update your details or have your data removed, contact us at [data@iaps.uk](mailto:data@iaps.uk)

**Insurance:** IAPS regrets that it cannot accept liability for loss or damage however caused to the personal property of any person attending this or any other event organised under the auspices of the Association.