



Translating the Subject: Psychology

What will you see in Psychology lessons?

A visitor to a Psychology lesson should expect to experience a stimulating and supportive atmosphere where perseverance, resilience and learning from mistakes is the norm. The teacher will set high expectations for Psychology students and promote a culture that combines intellectual risk-taking with psychological safety to motivate students to strive for success and embrace the challenges of Psychology A Level.

The teacher shares their enthusiasm for the subject through delivery of an ambitious, balanced and broad curriculum rooted in Rosenshine's principles with an awareness of the capabilities and capacity of students' working memories to optimise intrinsic cognitive load and reduce extraneous cognitive load.

The teacher will have deep knowledge of the content being taught and secure knowledge of the curriculum, being able to anticipate and address common misconceptions, generate varied explanations and quality instruction and promote development of cultural capital through provision of hinterland. Students will be challenged with appropriate scaffolding and modelling in place to provide all students with opportunities for mastery of Psychology.

Questioning and low-stake quizzes, often with use of mini-whiteboards will be used to assess understanding and address misconceptions, practice retrieval to reconstruct and deepen memory and promote motivation through feelings of competence.

Students are encouraged to become independent and self-regulated learners and Psychology lessons will embed metacognitive strategies i.e. modelling, guided practice and structured reflection to help students achieve this. Students are further encouraged to take ownership of their own success through the teacher giving students actionable feedback to guide their learning, high amounts of verbal praise and the golden ticket reward system used in Psychology.

A visitor to a Psychology lesson should expect to see a lesson focused on one of the following areas:

Substantive knowledge: Students demonstrate knowledge and understanding of scientific ideas, processes, techniques, and procedures; organize and present information clearly using appropriate psychological terminology; make effective use of retrieval practice, link new substantive knowledge to existing schemas and develop these; and

What will you see in students' Psychology books?

Students in KS5 are encouraged to take pride and accountability for their own notes and are expected to keep Psychology folders organised. Folder checks are completed throughout the course to ensure these expectations are met. For each of the 11 topics covered in Psychology A Level, students are given a booklet to work from which contains all the content, resources, and tasks to accompany each lesson. Students are encouraged to make their own notes (importance of summarising taught and introduced to Cornell notes) and revision resources (i.e., flash cards) to complement these.

Students are provided with a course handbook at the beginning of the course which includes; the course overview, assessment details, expectations in Psychology, recommended reading lists, independent study guidance and effective revision strategies. During the course, students are also provided with a Psychology-specific independent study and revision guide.

Students' books will show regular completion of 'Do Now' tasks, used to practice retrieval at beginning of lessons and show correction/clarification of any misconceptions. Students' books will show regular exam practice which includes both short answers and extended writing. Exam practice is completed both in lessons and set as homework and there will be a rotation of self, peer or teacher assessment evident. Assessment books also show assessments which are sat at least once per term. These will be teacher assessed with effective marking and feedback provided alongside students' response to feedback actioned. Additionally, after each assessment, students will reflect on their performance, analyse the effectiveness of their revision, identify areas for improvement (content-specific or exam skills/assessment objectives) and set a target with the necessary action plans to meet it. This is to encourage students to take ownership of their success and monitor and direct their own learning effectively.



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| <p>contextualize knowledge to wider world through real-life examples and make synoptic links across topics.</p> <p>Disciplinary knowledge: Students apply relevant knowledge theoretically (application of substantive knowledge to stimulus and contextual material) and practically (research methods, exam skills). Students think critically to analyse, interpret and evaluate scientific information, ideas and evidence. They develop arguments, consider strengths and limitations and make appropriate judgements, drawing conclusions showing thorough and substantiated reasoning. Students are able to propose appropriate developments and/or refinements of practical design and procedures.</p> | |
| <p style="text-align: center;"><u>What formative assessment will you see in Psychology?</u></p> <p>Psychology lessons incorporate a range of formative assessments including: questioning, hinge questions and low-stakes quizzing (including MCQ, Kahoot, Seneca Learning, game-show style format e.g. Blankety Blank & Million Pound Drop) with use of mini-whiteboards and/or game-based learning platforms.</p> <p>Formative assessment also takes place in the form of exam-style questions, completed in assessment books and self, peer or teacher assessed.</p> <p>The purpose of these strategies is to test knowledge and address misconceptions, practice retrieval to reconstruct and deepen memory, practice exam technique and promote motivation through feelings of competence.</p> | <p style="text-align: center;"><u>What is the department currently reading and discussing, and why?</u></p> <p>What we are currently reading:</p> <ol style="list-style-type: none"> 1. The Metacognition Handbook: A Practical Guide for Teachers and School Leaders – Jennifer Webb 2. My Life with Murderers – Professor David Wilson 3. The Psychologist/BPS Research Digest/PsychCrunch Podcast <p>Why?</p> <ol style="list-style-type: none"> 1. To improve knowledge and understanding of how to embed metacognition into classroom practice and school culture to enhance student outcomes. 2. Personal interest and links with new Forensic topic taught in year 13. Also written by Professor David Wilson who hosts Criminology and Policing conference attended by psychology students. 3. To keep up to date with current psychology studies that are relevant to real life, make an important contribution and/or novel or thought-provoking. |