

Teaching and Learning Self-Evaluation Checklist for Teachers: Working Memory

Name	Score (0 = no evidence, 1 = some evidence, 2 = fully evident)			
Area	0	1	2	Notes/ next steps
Teaching styles support working memory				
1. Lessons, and sections of lessons, start with a review of previous learning including a focus on the learning intention.				
2. Instructions are clear, concise, unrushed, given in chunks or steps, and repeated if needed.				
3. Instructions are given with visual and kinaesthetic support (e.g. show a finished example, walk through or visualise the task, instructions on the board).				
4. Verbal information is concise, to the point, in accessible language.				
5. Learners are given adequate time to process information. If necessary, information and instructions are repeated.				
6. Linguistic structures of key information are accessible and clear.				
7. Random information is given meaning and context.				
Learning is scaffolded				
8. Pupils are encouraged to use a variety of methods of recording work, e.g. writing frames, mind maps, graphic organisers.				
9. Support/scaffolding is provided for verbal group and paired activities e.g. speaking frames.				
10. "Brain breaks"/"moving breaks" are encouraged and supported.				
11. Assistive technology is used where useful and relevant.				

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Metacognition is taught explicitly				
12. There is a culture where learners are encouraged to ask where they need help/something repeated or explained.				
13. Metacognitive strategies are used and developed with the pupils - e.g. use of task plans, creating own memory aids, discussion of the type of learning.				
14. Pupils are given opportunities to review/stop and check during the lesson, e.g. response partners.				
Resources support quality explicit teaching				
15. Learners can easily access and know how to use learning aids/resources/ equipment available to them. E.g. visual labels for resources.				
16. Visual support and visual aids are provided for orally presented information. E.g vocabulary banks, examples, memory aids, pictures of a process, diagrams.				
There is a cycle of assessing, planning & reviewing for supporting working memory				
17. The demands on learners' working memory are considered when planning and evaluating lessons, and reduced where possible.				
18. Teacher/teaching assistant looks for warning signs of working memory overload.				
19. Learners who are distracted/off task are monitored for working memory difficulties. Further assessment is offered if appropriate.				
20. Attention and support is given to learners with working memory difficulties.				
Total score				