

► What Is Metacognition and how can we use it to support learning?

Metacognition and self-regulation are recognised by the EEF as a high-impact, low cost approach to improving the attainment of disadvantaged pupils.

There are three elements to self-regulated learning which all interact in complex ways during the learning process:

Cognition

*This is the mental process involved in knowing, understanding and learning. Cognitive strategies - the methods, techniques and procedures that learners use to learn successfully - **are critical to gaining knowledge and accomplishing learning tasks.***

Metacognition

This is how learners keep track of and deliberately direct their learning.

*This could be **consciously choosing a cognitive strategy**, monitoring its success and then adapting or maintaining the strategy.*

Motivation

*Willingness to engage in metacognitive and cognitive skills. Motivational strategies are those that are used to complete learning tasks for personal benefit. **Are the children in your class, compliant? Complacent or actively engaging and excited?***

► The EEF's 7 Recommendations

The EEF make the following seven recommendations for schools to action, in order to improve their students' metacognitive and self-regulation strategies:

Recommendation 1

Acquire professional understanding and skills

Recommendation 2

Explicitly teach metacognitive strategies to pupils

Recommendation 3

Model thinking skills

Recommendation 4

Set appropriate levels of challenge

Recommendation 5

Promote and develop metacognitive classroom talk

Recommendation 6

Explicitly teach pupils how to organise and manage their learning

Recommendation 7

Support teachers to develop knowledge of approaches and how to apply them

► Model Thinking Skills- think aloud

Model your own thinking to help pupils develop their metacognitive and cognitive skills.

Teacher modelling of metacognitive skills is the key to successful teaching.

By revealing their thought process through **verbalising their metacognitive thinking** as they work through a task, teachers help pupils to develop their metacognitive skills.

Questioning rigorously. Never accept anything that comes as it is. Critical thinking starts and is driven by the why, what, how, when and where behind things. Question everything even at upper ks2 don't assume they know and reinforce.

Build on the basics You need foundational knowledge about something first before you get to the more specific complex issues. If you don't structure your knowledge hierarchically, critical thinking would fail horribly.

What does it really look like?

<https://www.youtube.com/watch?v=17lia-2yYW4>

<https://www.youtube.com/watch?v=UmhLgsBD1-l>

► TALK- effectively

Promote and develop metacognitive talk in the classroom.

Classroom dialogue can be used alongside explicit instruction and modelling, to develop metacognitive skills through **learning talk** and **teaching talk**.

Use **pupil-to-pupil** and **pupil-teacher** talk to support the development of knowledge and understanding of cognitive and metacognitive strategies.

Always ensure dialogue is purposeful, as well as being guided and supported by the teacher, to make sure it builds upon previous learning and is suitably challenging.



Action: How can you ensure dialogue and conversation in the classroom is purposeful? Socratic talk? Talk partners? Debating?

How can a teacher support talk in the classroom?

► Establish guidelines and expectations

  Talk Guidelines  

We look at the person who is speaking.

We use a loud and clear voice.



We use new and exciting vocabulary.

We speak using full sentence stems.



We think about what we are going to say.



We take turns to speak and listen.



We are caring and respectful.



► Provide sentence stems

Think about incorporating sentence stems in to teaching, to encourage motivation.

These often come organically but might need to be explicitly taught to some children and year groups.

Think about how you pose the questions to support their independent thinking skills and motivation to answer and apply knowledge.

How do you know this? **I know this because...**

Why would this be important? **In my opinion this is ...**

Does anyone else have any thoughts on this?

Sentence stems can be found online and you can display these on slide or in class to encourage the dialogue.

I think...

I believe...

I prefer...

I feel...

I agree...

I disagree...

Everyone should...

I know...

The best thing about...

In my opinion...

► **Talk ratios and participation reflection**

Modelling effective talk ratios in a group and explicit strategies to help challenge or build upon a partner's views are essential in establishing good talk habits.

Think about...

How much of the lesson is adult talk?

How much is child talk?

How much is listening and responding to peers?

▶ **Next steps.**

What can we do next?

Think about your own classroom and what stage and how models look, what talk do you use, how can you ensure children are motivated?

What could you add to support metacognition and learning?