

Application to practice

In this session, you've explored the importance of teachers having a good understanding of metacognition and self-regulation and the need to explicitly teach metacognitive strategies.

Teaching metacognitive strategies to pupils across all phases helps them to set their own goals, monitor their progress and evaluate their learning. Planning the metacognitive strategies that you'll teach before the lesson will encourage you think about how pupils will learn the topic you are teaching and the knowledge and skills they will need to succeed.

Some pupils may find it harder to develop metacognition and self-regulation than others. However, you should try to support all pupils to become independent learners who are able to manage and organise their time and effectively assess the strategies they have used.



Over to you!

Consider an upcoming lesson where you think you could explicitly teach some of the suggested metacognitive strategies that you have explored in Module 2 and the guidance report. Plan how you would teach metacognitive skills and outline the strategies you would use at each of the following stages of the seven-step model:

1. Activating prior knowledge
2. Explicit strategy instruction
3. Modelling of learned strategy
4. Memorisation of strategy
5. Guided practice
6. Independent practice
7. Structured reflection

When doing this, think about how you can create opportunities which will support pupils to:

Plan – how will you encourage your pupils to set goals and approach the task? Consider how you will model questioning at this stage.

Monitor – how will you encourage them to assess their understanding and progress? How will you encourage them to change their approach if needed?

Evaluate – how will you encourage them to evaluate their plan and academic success?

You can use this [worked example](#) adapted from the guidance report, and the possible strategies outlined below, to support you. Record your reflections using the [assignment tool](#) and submit them to your mentor.

Remember, your submissions here are not graded or formally assessed, and are here for you to share your ideas and responses with your mentor for future discussion.

Possible strategies

When you are planning your worked example, you might want to use some of the following strategies. Remember that the strategies you use and the way they are implemented will look different across all phases and in different subjects, so you will need to consider how you will need to adapt them to the subject you are teaching.

Activating prior knowledge

- Discuss the topic and make notes on the whiteboard
- Create a mind map
- Draw a picture
- Use 'metacognitive talk' – scaffolding 'exploratory' talk by asking challenging questions, promoting discussion, guiding and probing thinking, explicitly teaching pupils to actively listen and respond
- Encourage pupils to use metacognitive reflection to consider their 'knowledge of task', 'Knowledge of self' and 'knowledge of strategies'

Explicit strategy instruction

- Using diagrams to organise ideas or written responses e.g. using a 'cause and effect model' (EEF, 2018, pg 14)
- Combine verbal explanations with graphical representations
- Break learning down into small steps
- Rehearse components of a complex task
- Create stories from information
- Use mnemonics to make information memorable
- Help pupils to create short term goals

Modelling of learned strategy

- Model expert thinking by talking through your thought processes as you model
- Model small steps at a time
- Use a structured planning template

Memorisation of learned strategy

- Use low stakes retrieval quizzes
- Use peer discussion
- Ask questions
- Use 'spaced practice' (where practice is broken up into a number of short sessions, over a longer period of time)

Guided practice

- Use teacher modelling
- Use worked and partially completed examples to scaffold learning
- Provide checklists to scaffold learning
- Teach and model revision approaches e.g. use of self-testing flashcards
- Teach pupils how to plan, monitor and evaluate their progress by asking questions to prompt their thinking and provide feedback to encourage pupils to consider the effectiveness of their approaches and check their understanding

Independent practice

- Ensure pupils have the opportunity to apply what they have learnt e.g. create their own fish bone diagram
- Remind pupils how to plan, monitor and evaluate their progress by asking questions to prompt their thinking and provide feedback to encourage pupils to consider the effectiveness of their approaches and check their understanding
- Support pupils to maintain motivation and effort by rewarding effort using praise that is focused on **progress**
- Support pupils to self-motivate and develop self-control helping them to develop 'delay gratification' by considering the level of challenge of the task, encouraging perseverance and rewarding effort

Structured reflection

- Support pupils to self-monitor and evaluate the success of chosen strategies by asking prompt questions and providing feedback e.g. 'Has re-reading something helped you to remember?' (N.B: this is not an effective learning strategy) and 'What could be a better strategy for recalling information?' Better strategies would be using flash cards, testing themselves and using spaced practice, as these develop retrieval and storage strength.
- Encourage pupils to use metacognitive reflection to consider *how they learn* and *how to stay motivated* by encouraging pupils to consider their 'knowledge of task', 'Knowledge of self' and 'knowledge of strategies'
- Facilitate self-evaluation opportunities – encourage pupils to adapt resource they have created to support them if needed e.g. revision plans and strategies
- Support pupils to improve their 'accuracy of judgement' of how well they have learned and the effectiveness of the strategies they have deployed by encouraging pupils to design and use self-evaluation tools (e.g. checklists) and supporting them to learn how to analyse errors and misconceptions

Building on your understanding

In Module 3, you will learn more about how to effectively use some of the specific cognitive and metacognitive strategies to develop and improve classroom practice.