

Throughout a lesson, you will provide pupils with a large amount of scaffolding and support. This will firstly occur during your explanations and modelling and continue during guided practice. This helps to ensure pupils develop a strong understanding of the material you are teaching them.

When first setting up independent practice, you may need to continue to provide scaffolds to ensure pupils achieve a high level of success. These scaffolds will guide pupils through cognitive and metacognitive processes by breaking the tasks down into constituent components without a teacher's direct input. Before you explore different ways to do this, let's recap what cognition and metacognition are.

Cognition

This is the thinking; the thought processes involved in applying a cognitive strategy or approach to solving a problem or completing a task. For example, using long addition to find the sum of two numbers or using a mnemonic to help you memorise a spelling.

Metacognition

This is the knowledge that pupils have about:

- the task they have been given
- the cognitive strategies they could use
- their own abilities

Pupils apply this knowledge when completing a task. This knowledge can be applied at three main stages.

When:

- **Planning** how to tackle a problem or complete an activity.
- **Monitoring** how successful your approach is at solving the problem or completing an activity and adapting it if necessary
- **Evaluating** how successful they were at solving the problem or completing the task once it's complete.

Supporting cognitive and metacognitive strategies during independent practice

During explanations and guided practice, you can model both cognitive and metacognitive strategies using 'Think Aloud'. However, during independent practice pupils are likely to receive less direct support and guidance from you. Therefore, they may benefit from prompts or scaffolds that help to break tasks down into their constituent components. Providing prompts or scaffolds helps to gradually increase pupils ownership over their learning and build pupil independence, whilst ensuring pupils achieve a high success rate. There are a variety of ways you can prompt or scaffold independent practice, some of which you have already explored. You might provide pupils with:

- **worked examples** to use as a point of reference when completing independent work to demonstrate the cognitive strategy or approach.
- **partially completed examples** to focus their thinking around the part of a cognitive strategy or approach you want to develop.
- a **checklist** to prompt cognitive and metacognitive thoughts.

As you have previously explored worked examples and partially completed examples in module two, this section will focus on using checklists.