



# checklists

A checklist can also be used to scaffold pupils' *metacognition* during a task, which supports them to self-regulate their learning.

Here, checklists would include questions to support them during the planning, monitoring, and evaluation phases of their work.

Below is an example of some questions you might use if the independent practice required pupils to complete a self-portrait in an art lesson. This example has been taken from [Metacognition and Self-regulated learning \(EEF, 2018\)](#).

## Question prompts during planning:

- 'What resources do I need to carry out a self-portrait?'
- 'Have I done a self-portrait before, and was it successful?' 'What have I learned from the examples we looked at earlier?'
- 'Where do I start, and what viewpoint will I use?'
- 'Do I need a line guide to keep my features in proportion?'

## Question prompts during monitoring:

- 'Am I doing well?'
- 'Do I need any different techniques to improve my self-portrait?'
- 'Are all of my facial features in proportion?'
- 'Am I finding this challenging?'
- 'Is there anything I need to stop and change to improve my self-portrait?'

## Question prompts during evaluation:

- 'How did I do?'
- 'Did my line guide strategy work?'
- 'Was it the right viewpoint to choose?'
- 'How would I do a better self-portrait next time?'
- 'Are there other perspectives, viewpoints or techniques I would like to try?'

Displaying a checklist containing metacognitive prompts during independent practice supports pupils in planning, monitoring, and evaluating their progress whilst working without teacher guidance. It helps to develop their ability to use metacognitive strategies when working and reminds them of the thought process that an expert would go through.