

Plan, monitor and evaluate

One of the seven recommendations for teaching metacognitive strategies is to encourage pupils to **plan, monitor and evaluate** their own learning.

Consider the scenario below. Then, after each verbalised thought in the table, identify on your own notepad whether it would support a pupil's ability to better **plan, monitor or evaluate** their own learning.

Scenario:

You have asked your pupils to draw or paint a self-portrait. Knowing that modelling the task will give pupils a clear idea of what success in the task looks like, you draw your own self-portrait in front of the class. Knowing also that an effective way to develop metacognitive strategies and self-regulation in your pupils is to verbalise your thinking, you think aloud through your model, articulating why you have made the choices that you have.

Verbalised thought	Plan, Monitor or Evaluate?
1. What resources do I need to carry out a self-portrait?	
2. Am I finding this challenging?	
3. What have I learned from the example from before?	
4. How would I do a better portrait next time?	
5. Are all of my facial features in proportion?	

Once you have completed this activity, check your answers against those given on the next page.