

Reading the research

In this session, you'll read elements of the EEF's (2019) guidance report on metacognition and self-regulated learning. After you've completed this, you'll read the relevant sections of the guidance report linked to the phase that you teach.

Each report outlines several recommendations, which support teachers and school leaders to improve literacy across the curriculum. To direct your thinking when reading the guidance reports, you will be asked to consider and reflect on certain questions. You'll then complete a short knowledge check with instant feedback.



Over to you!

Start by reading **recommendation 5**: 'Promote and develop metacognitive talk in the classroom' (pages 20-21) in [Metacognition and self-regulated learning: guidance report](#).

When reading, think about your own practice and make notes on the following questions using the [notes tab](#) (or your own notebook):

- How does structuring talk and creating opportunities for dialogue and discussion impact pupil learning?
- Why do you think it would be beneficial to learners to prompt and guide discussions about what makes a task challenging and what could go wrong before they begin?



Take the Quiz!

Complete this short knowledge check [here](#). Once you've submitted your answers, you can view instant feedback by clicking on 'View Feedback' underneath each of your responses.

Remember, you aren't formally graded for your submissions, the knowledge checks are here for you to understand what you have learned within this session.

The next part of this session has been broken down into the following sections. Select the page that is most relevant to the phase you teach:

- [Option 1: Early Years](#)
- [Option 2: Key Stage One](#)
- [Option 3: Key Stage Two](#)
- [Option 4: Secondary](#)
([this link opens in a new window/tab](#))