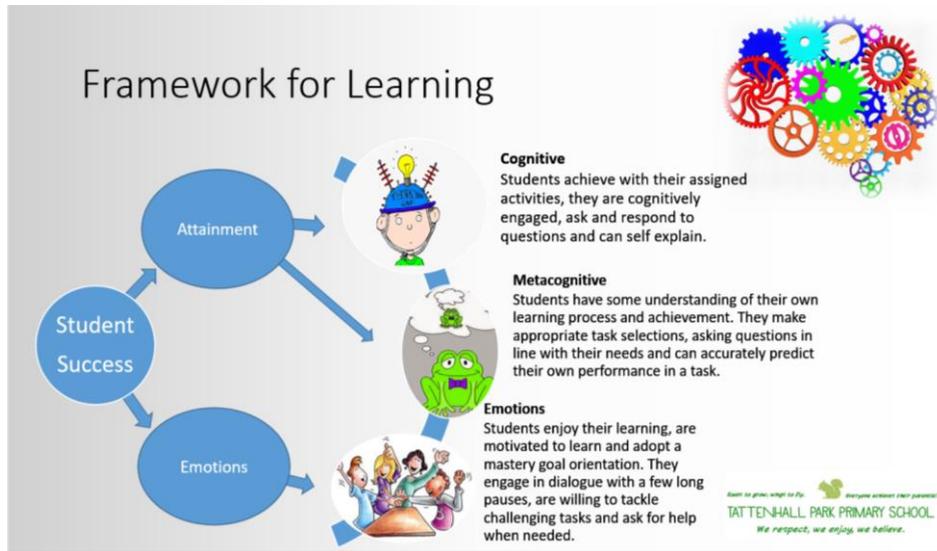


WHAT IS METACOGNITION?

Metacognition is about the *how* of learning, rather than the *what*. Metacognitive teaching strategies support the children to know themselves as learners- so they have an understanding of how to learn and an awareness of the processes they go through to achieve success.



HOW ARE CHILDREN SUPPORTED IN THE CLASSROOM TO DO THIS?

Children are encouraged to talk about what they did with the emphasis on *how* they have achieved the lesson outcomes, *how* they approached the tasks. Sometimes they might be asked to explain their thinking. Sometimes children may be supported to plan how to undertake a task (for example, in science planning how to undertake a fair test, or in DT planning how to construct a model, or in writing breaking down how to construct a piece of writing such as a report).

Teachers may use effective questioning techniques to support this analytical thinking:

- (At the beginning of a lesson) How do you feel about this topic? How confident are you at answering these types of questions?
- Are you sure?
- How do you know?
- What do you notice?
- What's the same and what's different?
- Can you convince me?
- Is there another way?
- Does your answer seem reasonable?
- Is it always, sometimes or never true?
- Can you imagine?
- I think I understand what you mean, are you saying...?

The teacher may support the pupils with Self Questioning techniques during an activity:

When Planning	While Working	When Evaluating
<ul style="list-style-type: none"> • How am I going to do it? • Is it similar to anything I've done before? • Is it one of those? 	<ul style="list-style-type: none"> • Do I understand it so far? • Do I need to ask a question? • Could I re-read to help me understand? • Am I on the right track? • Am I still on task? • Is there a better way? 	<ul style="list-style-type: none"> • How did I do it? • What worked? • What did I learn? • Did my plan work out? • Can I learn from my mistakes? • What can I do better next time?

When teaching the children (and particularly when we are looking to “close the gap”), teachers will revisit prior learning to ensure new learning is given a context and firm foundation to extend their thinking. The teacher will model new methods and strategies to the children (whilst speaking out their thinking), children will then be given an opportunity to have a go (maybe with a partner) at some guided examples before the children then do their own independent practice. The final part of a lesson will be some sort of reflection about their learning.

Plenary

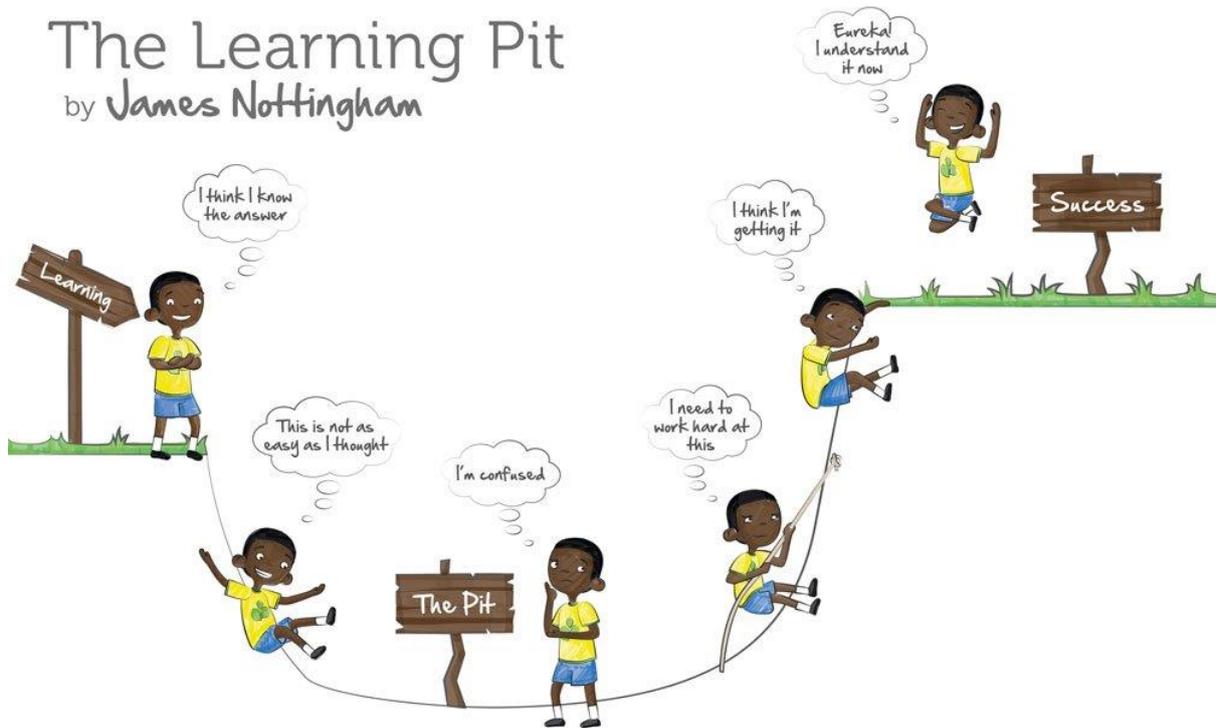
<p>Draw a circle around the face which shows how you feel about what we have been doing today.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div>	<ol style="list-style-type: none"> 1. What were the key words in this lesson? 2. Which skills did you improve? 3. What important things will you remember?
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Look at this question, could you explain the steps while answering it?

Our aim is to move the children from a closed mind-set, “I can’t do this.” to a growth mind-set, “I can’t do this yet.” We can all model this to children as we grapple with new concepts and ideas.

The Learning Pit

by James Nottingham



www.ChallengingLearning.com/LearningPit

HOW CAN WE SUPPORT THIS AT HOME?

You can model this growth mind-set to the children when trying to solve problems at home. This helps children to see everyone as lifelong learners and to understand we all have difficult problems we need to resolve. Here is an example from the home situation:

What is the task?	Trying to bake the perfect Yorkshire pudding.
This is not as easy as I thought.....	I've had a go and the Yorkshire puddings haven't risen well.
I'm confused....	What am I doing wrong? How can I improve my technique?
What might help?	I could try another recipe? I could ask a friend how they make them? I could have a look on the internet to see if there is a video tutorial which might help? Maybe I can try a different recipe? Maybe I need to sieve the flour? Maybe the oven needs to be hotter?
Have I ever done anything similar before.	Pancake batter is similar. How am I successful at this?
I need to work hard at this...	I'm not going to give up, I will keep trying.
Eureka!	I've finally done it, my Yorkshire puddings are successful.