

# Teaching & Learning: Metacognition & Self-Regulation

## Who? Academic Staff

**Action Driver** – *Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (EEF)*

Metacognition and self-regulation strategies are developing at Chesswood but are not yet consistently applied.

## Target and Expectation

Use metacognition and self-regulation approaches to help pupils think about their own learning.

Children become more aware of their strengths and weaknesses and can increasingly motivate themselves to engage in, and improve, their learning.

## Support / Guidance / Prof Development

[Learning and Teaching Policy](#)

[Staff website – Prof dev research articles](#)

[EEF Metacognition and self regulation report](#)

[Exemplars](#)

## Drop-in coaching and exemplification:

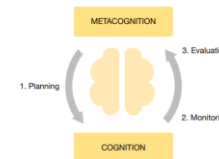
April 19<sup>th</sup> – 6 weeks

**Quality Assurance:** June 7<sup>th</sup> onwards

**Leader:** LLT

## Action

- Adults support pupils to **plan, monitor** and **evaluate** their learning, always linking each area back to knowledge of **Self, Tasks, Strategies**
- Use explicit instruction in metacognitive strategies to improve pupils' learning (linked to specific tasks)
- Adults model metacognitive strategies – revealing the thought processes of the expert learner in the classroom
  - thinking aloud – e.g. what do I know about this problem? What ways of solving did I use before? How do I best plan? What resources do I require? What top tips can I remember to help me?)
- Use of feedback and targets (including target cards) to support metacognitive strategies



## Consistency

