Red Kite Connect: Metacognition Toolkit

Here are some easy hints and tips for incorporating metacognition in the classroom, remember teachers use these strategies day in day out, the trick is the intentionality of the strategy for a specific purpose or identified need with your children or young people:

- When starting a new topic or area of study encourage first pupils to reflect on what their **prior learning**, ensuring any new knowledge can be linked to their existing schema:
    - **KWL grids**: What do I already **know**? What do I **want** to learn? What have a **learned**?
    - **Brain dump**: this can be done at the beginning, or end of new learning. Students have a timer where they must write down/verbalise/ draw everything they already know, or then have learnt about a topic. They can then be asked to elaborate in pairs or groups.

- During learning **actively check in** with students to assess their progress and adapt your teaching, actively discussing these approaches in a 'meta' approach, for example 'why am I asking this question?' will help support students as they too should be asking themselves questions through self-monitoring:
    - Actively plan **hinge questions** to test potential **misconceptions.**
    - Use **active feedback strategies** to check progress: mini-whiteboards, fans, fingers, technology.

- Plan for **motivation**, think about the task being goldilocks: not to hard, not to easy, and also ensure during challenge you can give some supportive real-time (oral) feedback.
    - Reward **effort** and outline progress.
    - Remember **students' beliefs** about themselves and their ability are hugely affected by their teachers.

- Plan for **dialogic talk** where you can and use active talk strategies to support pupils' oracy in the classroom:
    - **Think-pair-share**, helps build students' confidence in group discussion.
    - Plan to use **elaboration** for important questions and plan follow-on questions.

- Use **scaffolding strategically** and over time. Think about how you will remove a scaffold and what the end point of independence is before implementing.
    - Think, does this scaffold promote **thinking or doing**, only task completion?
    - How will you remove or **fade** a scaffold over time?

Bibliography and further information:

Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)

Peps Mccrea – Evidence informed teaching

Initial teacher training and early career framework - GOV.UK (www.gov.uk)