

Metacognition – Cognitive Acceleration

Thinking about thinking



Strategic question: How can we ensure pedagogical approaches promote metacognition and cognitive acceleration, thus enabling deep learning?

Rationale and Evidence:

As a school, we have looked at strategies that promote metacognition. We now want to use the language and tools of metacognition more explicitly in all areas of the curriculum and encourage children to become more independent in their learning. Our aim is for children to articulate themselves and reflect on how they learn, discussing how they think and the way that they approach their learning. This will be achieved by equipping all staff with knowledge of what metacognition is and how it can support best practice.

Research:

- https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf
- <https://impact.chartered.college/article/quigley-stringer-making-sense-metacognition/>
- <https://childmind.org/article/how-metacognition-can-help-kids/>
- <https://www.brookings.edu/blog/education-plus-development/2017/11/15/strategies-for-teaching-metacognition-in-classrooms/>
- https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Metacognition/Summary_of_recommendations_poster.pdf

SLT Lead: Kate Williams and Catherine Keel

| Strategic aim | Key tasks | Lead Person/ People | Accountabilities, timescales and measureable milestones | | | | | | Desired impact | Evidence (Process, Product, Outcomes) | |
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| | | | T1 | T2 | T3 | T4 | T5 | T6 | | | |
| M1. Increase teachers' professional understanding of cognitive acceleration allowing them to develop children's own metacognitive knowledge | <ul style="list-style-type: none"> a. PDM on metacognition to introduce the pedagogy behind cognitive acceleration b. Identify members of staff in the Compass group who teachers can go and watch/get advice from. c. Identify a 'champion' in each phase to promote metacognition d. Plan for peer observation to ensure this pedagogy is successful and sustainable. e. Acquire and develop a progression | <ul style="list-style-type: none"> KW and CK KW and CK KW and CK KW and CK Compass | a. 19.10 18 | b. 01.11.18 | c. 15.01.18 | | | d. 01.05.19 | | <ul style="list-style-type: none"> a,b and c – will create a culture shift towards teachers being able to deepen learning for children and develop teachers' understanding of what metacognition is d and e- Planning will include metacognitive language d and e - Children will have opportunities to reflect on their own thinking and how they | <ul style="list-style-type: none"> PDM slides and handouts Planning monitoring Lesson observations Books(context sheets) |

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| and strategies | f. of skills document for metacognition Introduce the language and approach of metacognition into planning and monitoring documents | Group? KW and CK | | 01.12.18 f. 31.10.18 | | | | | approached tasks f- This approach will cross all subjects giving teachers the confidence to adjust and adapt lessons as they go | Use of Let's Think approaches Language of thinking will be evident when talking to children | |
| M2. Develop an ethos of metacognition within the school so that language and processes becomes embedded | a. Create a rationale for metacognition (to be referred to at PDMs/evident on website) b. As part of assemblies/ debate questions include metacognitive language/sessions c. Provide parent workshops on metacognition d. Teachers within parents evening to refer to metacognition e. Newsletter to have a p4c question each week f. Investigate Let's Think to support teachers with the approach initially. g. Displays around the school to reflect metacognitive processes | CK and KW CK KW Classroom teachers CK and KW KW CK and KW and SLT | | a. 01.11.18 b.10.09.18 e. 17.09.18 | | | | d. 15.01.18 f. 01.01.19 | c. 01.05.18 g. 15.04.19 | a - Staff and parents will understand the importance of metacognition c,d and e - Parents will feel informed about metacognition b - Assemblies will promote metacognition alongside values and dispositions f- Teachers will become more confident in their understanding and delivery of metacognition through the Let's Think approach g- Increased visibility will encourage discussion and understanding | Rational on website PDM slides Assembly rota Assembly slides Displays around the school Newsletters |
| M3. Promote and develop metacognitive talk in the classroom | a. Staff to become familiar with Socratic dialogue/ p4c strategies (phase meetings/inset/ peer observations) b. Planning slides will include metacognitive strategies and language c. Staff to complete regular small data research with children to see how metacognitive language is developing d. All classrooms will have a metacognition learning wall e. Classrooms will display evidence of the use of specific vocabulary that makes metacognition explicit f. PDM to re-introduce- Let's Think, P4C, and Socratic dialogue, g. Support staff to receive training in metacognition and cognitive acceleration | CK and KW and SLT Teachers and SLT monitoring Classroom teachers CK and KW / Classroom teachers BT/FH/CK and KW | | a. 17.10.18 d. 19.10.18 e. 01.11.18 | | | | b. 10.01.18 f, g. 01.03.19 | c. From 01.6.18 ongoing | a, b and d - Planning, teaching and learning will reflect metacognitive language and this will become more evident in the daily life of the school c Small data will be used to influence next steps f Support staff will feel confident using metacognitive language and build this into conversations with children Children will begin to use the language as part of their daily learning talk and this will be evident during Observations and Learning Walks | Classroom environments Small data Pupil voice Lesson observations TA workshop slides |

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| <p>M4. Develop pupils' self-regulation through appropriate levels of challenge</p> | <p>a. Support teachers in effective differentiation through a PDM, relevant documentation and peer observation</p> <p>b. Teachers to consider classroom environments that promote differentiation through independent thinking thus enabling less able pupils to think more independently</p> <p>c. Progress meetings to focus on measureable impact on key children</p> <p>d. Update Teaching and Learning Policy to include alternative ways of grouping children within the classroom e.g. Kagan partners</p> <p>e. A focus on teachers developing strong relationships with their children</p> <p>f. Teachers to begin to give children the tools to free up their working memory and improve ways of memorising and extracting knowledge</p> <p>g. Embed teacher use and independent of 'reasoning stickers' for maths learning</p> | <p>KW and CK</p> <p>SLT and teachers</p> <p>KW and CK with Compass Group</p> <p>Class teachers KW and CK</p> <p>JC and JR</p> | <p>a. 17.10.18</p> | | | | | | <p>b -Children can refer to learning walls for the language of thinking</p> <p>c –There is measured impact on the progress of the most disadvantaged children in terms of their ability to self-organise and develop independent strategies</p> <p>f - Children can free up their memory so they can extract knowledge more easily</p> <p>a and c –There will be more opportunities for children to work within mixed ability groups</p> <p>a and d- Environments promote appropriate levels of challenge.</p> <p>All children are appropriately challenged and motivated. They can organise and effectively manage their independent learning</p> | <p>Teaching and Learning Policy (Learning by Design)</p> <p>PDM slides</p> <p>Classroom environments</p> <p>Pupil voice</p> <p>Books</p> |
| | | | <p>d.19.10.18</p> | | | | | | | |
| | | | <p>e. 30.09.18</p> | | | | | | | |
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