

Accelerate Progress with Metacognition

Why should I do this course?

- Help train your staff to teach metacognitive and self-regulation skills, increasing pupil progress across the school. Enable them to:
 - Understand what is meant by metacognitive and self-regulation skills and why they are so valuable for developing learners.
 - Build in strategies for improving pupils' ability to set goals, monitor performance and evaluate outcomes.
 - Develop strategies for improving pupils' motivation and ability to learn independently
 - Try out different approaches and find what works for their pupils

Making the most of this course

- Each of the five units in this course lasts around 90 minutes.
- To have the highest impact, run as a series of training sessions over the course of a term.
- Where this is not appropriate, each unit can be extracted and delivered as a standalone session.

Suggested participants

- Assistant Headteachers
- Classroom teachers
- Subject leaders
- Teaching assistants

1. What is Metacognition?

Explore the meaning of metacognition and how to achieve the objectives of your school through metacognitive approaches.

Participants will:

- Know what is meant by metacognition.
- Learn about the advantages and disadvantages of different approaches to metacognition.
- Make decisions about the school's objectives in terms of accelerating pupil progress with metacognition, and how to achieve them.

2. Benefits of Metacognition

Demonstrate benefits of metacognitive knowledge and skills in pupils and explore the link between thought and attainment.

Participants will:

- Understand the benefits of metacognition.
- Identify metacognitive knowledge and skills.
- Explain the link between how pupils think and their attainment.
- Evaluate where we currently are in terms of accelerating pupil progress with metacognition.

3. Developing Metacognition

Identify and justify areas of current good practice in terms of metacognitive knowledge and skills.

Participants will:

- Collate findings from a group audit of current practice.
- Identify areas of good practice.
- Justify areas of good practice in terms of metacognitive knowledge and skills.
- Identify tools to offer pupils for developing metacognitive knowledge and skills, and know how to teach pupils how to use them.

4. Beyond Planning and Refining

Share experiences of metacognitive tools and skills and plan how to promote these skills in the classroom.

Participants will:

- Understand how to apply tools for developing metacognition with pupils.
- Facilitate a metacognitive discussion.
- Evaluate a discussion so they know what they are listening and looking out for, and what to do with it.

5. Embedding a Metacognitive Approach

Evaluate the progress made with participants for embedding metacognitive approaches and decide what your next steps are.

Participants will:

- Understand the value of making connections between thinking in school and thinking in other contexts.
- Evaluate how they have developed metacognitive practice so far.
- Create opportunities for embedding a metacognitive approach to accelerating pupil progress across the school.