

## 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.