



Metacognition Policy March 2019

What is metacognition?

Recent research from the Sutton Trust provides a detailed analysis of the most effective strategies to raise attainment and close the attainment gap. Amongst the top three is 'meta-cognitive strategies' defined by the Trust as:

"teaching approaches which make learners think about learning more explicitly. This is usually through teaching pupils to plan, monitor and evaluate their own learning. Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. Overall these strategies involve being aware of one's strengths and weaknesses as a learner, being able to set and monitor goals and having strategies to choose from or switch to during leaning activities."

The strength of the evidence supporting the effectiveness of meta cognition strategies is high, studies show that children make accelerated learning and that it is particularly effective for low achieving children.

Our Vision

A key concept which shapes the ethos of our school is growth mindset. We believe the best thing to do is to teach children to embrace challenges, be intrigued by mistakes, enjoy effort, expect excellence, be resilient and overcome barriers, thrive on feedback, be inspired by the success of others as well as supporting and encouraging each other.



Rather than simply praising success we praise effort, persistence and positive attitudes to the frequent difficulties in the process of learning. There is strong evidence that improving 'learning to learn' skills is a powerful way of improving outcomes for disadvantage pupils. Metacognitive approaches have consistently high levels of impact. This approach has the potential for narrowing the gap by improving the way disadvantaged pupils think about their own learning.

What to Reflect

Celebration is one of the most common types of reflection, where a child might want to capture a great piece of learning. Another type of reflection is failure. This is something that needs to be built into the environment of the classroom and modelled by the teacher. Failure is important as it is where great learning can happen and normally has a lot of emotion attached to it. Challenge and 'doing something different next time' are important in building resilient learners.

How Metacognition is to be taught throughout the school

Discreet weekly lessons

Children in Reception, Year 1, Year 3 and Year 5 will be taught a discreet metacognition lesson every week using the ReflectEd scheme of work. Some lesson plans are longer than 30 minutes so those lessons can be taught over a two week period. The lessons for all the year groups focus on children learning a different skills e.g growth mindset, learning how to reflect effectively, learning a new skill, being able to cope with making mistakes as well as developing memory skills.



Written reflections

Children in years 1 - 3 aren't expected to write written reflections (until summer term of year 3) however it is expected that teacher will model written reflections for the children to contribute you during the week. It is expected that these adult scribed written reflections will be displayed in the classes for children to read and for teachers to refer to.

Children in years 4 - 6 are expected to write written reflections (in at least their core subject lessons) twice a week. These written reflections can take place during any part of the lesson, even though most teachers ask the children to reflect at the end of a lesson. Children in Year 3 will start to write written reflections in their books during the summer term (at least 1 per week).

Teachers need to ensure that adequate time is allocated for these reflections to be completed in depth, which requires a period of time for modelling good written reflections, opportunity to share reflections with a talk partner, discussing the language for the lesson as well as writing the reflections.

Appendix A provides sentence starters to prompt quality reflections.

When marking the children's books, teachers will read the reflections that have been made and follow up on the children's feedback appropriately (e.g. through discussion with the child, by providing more support for the child in the next lesson or by providing a more challenging task).



Verbal reflections

Children in Years R - 3 are encouraged to make verbal reflections led by their class teacher in a way that is age appropriate. They too will use the sentence starters in appendix a, to help structure their reflections.

Performance Tags

As part of the reflection process all children in KS1 and 2 will be asked to give themselves a coloured performance tag which relates to their performance during the lesson. The performance tags are as follows:

Red - Stuck. I really didn't understand and need it re taught.

Amber - Stuggling. I might need some more time looking at this.

Green - Success. I understand the learning.

Blue - Sky High. I am confident enough to coach.

The purpose of these tags is so that the child can self asses their own achievements against the learning objective for the lesson. All adults within the class are to engage in conversation with the children about their performance tags and these can be challenged by the adult if it is deemed necessary.

Key approaches to teaching ReflectEd

1) Talk

Talk is a key element of the ReflectEd approach. Children must have **regular structured opportunities** to share their reflections. Structuring is very important in ensuring that every child participates equally and is accountable to somebody else for their ideas and responses.



When asking children to share their reflections the teacher carries out the following steps:

- The teacher gives children some thinking time.
- When working with a partner the teacher gives each child the same amount of time to share their reflections.
- The listener is asked to paraphrase what their partner has said. This promotes active listening.

2) Learning from Others

Learning from and listening to others is a key element of reflecting on learning. To ensure that children have access to good language and behaviour models, children should sit in mixed abilities. It is good practice to regularly change the talk partners that the children have.

3) Reflective Behaviour and Language

Teachers should try to keep meta-cognition at the forefront of their minds in all their teaching, not just the weekly meta-cognition lesson, and should model reflective behaviour to the children through their own use of reflective language.

4) Valuing and Using the Children's Reflections

Children will spend time writing reflections in the ReflectEd approach. In order for them to get better at reflecting effectively and so that they know their reflections are valued, teachers must spend time reading them and giving constructive feedback to the



children. Spending time reading the children's reflections will also provide the teacher with an invaluable source of information about their children as learners.

Appendix A

Below are examples of sentence starters that are used to promote and structure quality reflections from the children. Children are encouraged to choose the sentence starter that best reflects their learning for that lesson, whilst being reminded to use a variety of sentence starters in their books.

<p>I am blue because</p> <p>I am able to coach because...</p> <p>Today I was successful because...</p> <p>I am becoming an expert at because ...</p> <p>The easiest part of the work was ...</p>	<p>I am green because...</p> <p>I found that ... helped me because...</p> <p>I am proud of myself today because ...</p> <p>Today I was able to make progress because ...</p> <p>The easiest part of the work was</p>
<p>I am yellow ...</p> <p>I need help with ... so tomorrow I will...</p> <p>I felt confused when</p> <p>Next time I need to remember...</p> <p>I need to use ... to support me.</p> <p>The hardest part of the work was / is ...</p> <p>Next time I need to So that I can improve my work.</p>	<p>I am red ...</p> <p>I got stuck because...</p> <p>Next time I need to remember...</p> <p>I need to use ... to support me.</p> <p>Today I was unsuccessful because ...</p> <p>I'm having problems with ...</p> <p>The hardest part of the work was / is ...</p> <p>Next time I need to So that I can improve my work.</p>

Sentence starters for years R, 1, 2 and 3

Today, I...



One thing I need to know more about is...



I would like to ask...



I now know...



Something new for me was...



Something challenging for me was...



I am proud that I...



A challenge that I overcame was...



Next time, I will...



When I didn't know what to do, I...



Today, I learnt...



It was helpful to...



I helped...



I would like to celebrate...



Something new I learnt was...



I deserve a round of applause because...

