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# 7: METCOGNITION

Metacognition is part of the fabric of successful learning, but it can prove both complex and subtle. With understanding and planning, teachers can help pupils better appraise the metacognitive demands of the topics and tasks. Here is the EEF ‘6 Aspects of Metacognition’ model that helps support teacher knowledge and planning so that they can mobilise metacognition in the classroom.

## METACOGNITIVE KNOWLEDGE

### KNOWLEDGE OF TASK

Having a thorough understanding of the task at hand, alongside clear goals, is essential for our pupils to learn effectively. Pupils can be prompted to consider how the task best relates to their prior knowledge. So, for example, if pupils are asked to translate a passage of German, they need to understand the act of translation, relating the task to their knowledge of the topic at hand, their

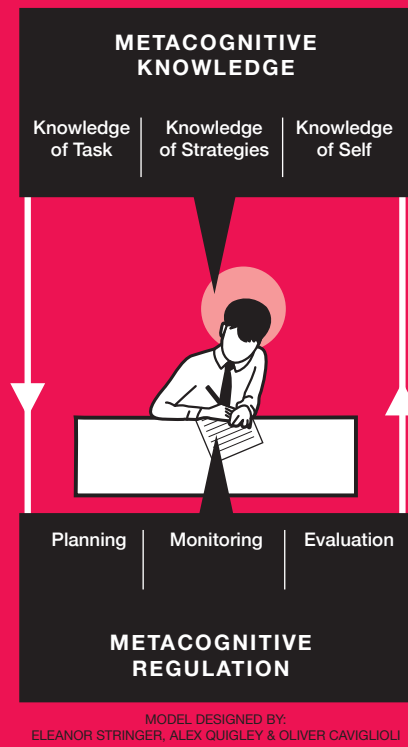
### KNOWLEDGE OF STRATEGIES

Being able to apply the right strategy in timely fashion for a given task in the classroom is essential for success. With more complex tasks, pupils will often be required to select a strategy with increasing independence. For example, in primary school, pupils undertaking long division in maths will select from strategies such as ‘chunking’, ‘estimating’, the ‘bus stop method’ etc. This selection can be modelled and guided

### KNOWLEDGE OF SELF

With every given task in the classroom, we draw upon our knowledge of ourselves as learners. That is to say, how have we responded and performed in similar tasks? How have similar tasks made us feel? For example, for a pupil undertaking spelling tests across a school term, their knowledge of self – spelling knowledge, preparation, emotion towards tests – becomes a critical aspect of them self-regulating

## THE MODEL



MODEL DESIGNED BY:  
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## MAKING SENSE OF METACOGNITION

The EEF has produced a helpful guidance report on ‘Metacognition and Self-regulation’ for teachers and school leaders (see: <https://bit.ly/2HDv4Ak>). This guidance is designed to support teachers to understand metacognition and self-regulation, before implementing a range of evidence-informed recommendations in the classroom

The guidance supports teachers to explicitly plan and monitor the development of metacognition in the classroom, via explicit instruction, metacognitive talk, modelling, or in supporting effective independent learning.

## METACOGNITIVE REGULATION

### PLANNING

Considering how to support pupils how to best plan – such as drawing upon their background knowledge, organise their resources, allocate their time – is common to every teacher. For more complex tasks, such as planning a revision schedule, pupils will need explicit instruction & modelling of how to do this well. Planning prompts in this case

### MONITORING

Many pupils will recognise the need to plan for a given task, but once they have begun they fail to adequately monitor their progress or make changes when planned strategies prove ineffective. For example, pupils who are tackling an extended writing task can often fail to monitor their writing. Effective monitoring could involve self-questioning to check the writing is clear and addressing audience & purpose, or apprais-

### EVALUATION

Pupils are commonly expected to appraise their own effectiveness for a given task. We know however that pupils can poorly judge their learning – or fail to self-evaluate and reflect upon their successes and failures altogether. For example, a pupil completing a self-portrait in art may need to evaluate whether their strategies worked – such as using perspective, proportion, using mirror, hatching etc. With