

What is Metacognition?

Year Group 3

Metacognitive Approach

Before

1. Have I done something like this before?
2. Think about existing strengths + strategies
3. Set goals- what do I want to achieve?

During

1. Trial and error
2. Reflection- is the strategy working for me?
2. Can I change anything?
3. Am I meeting my goals?

After

1. What worked well?
2. Is there anything I can improve or alter
3. Embed into workflow
4. Apply to different tasks

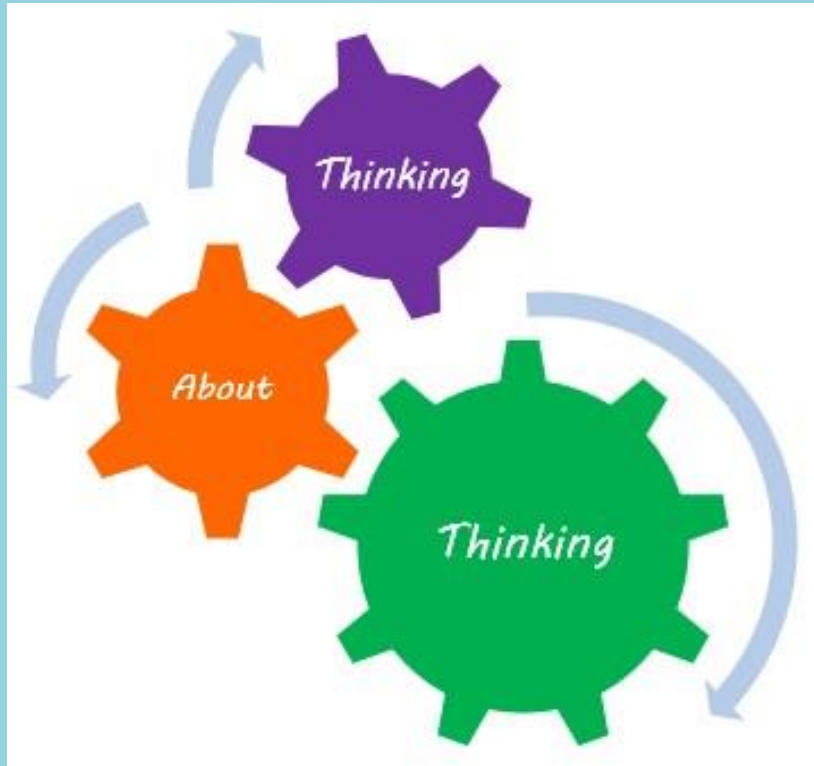
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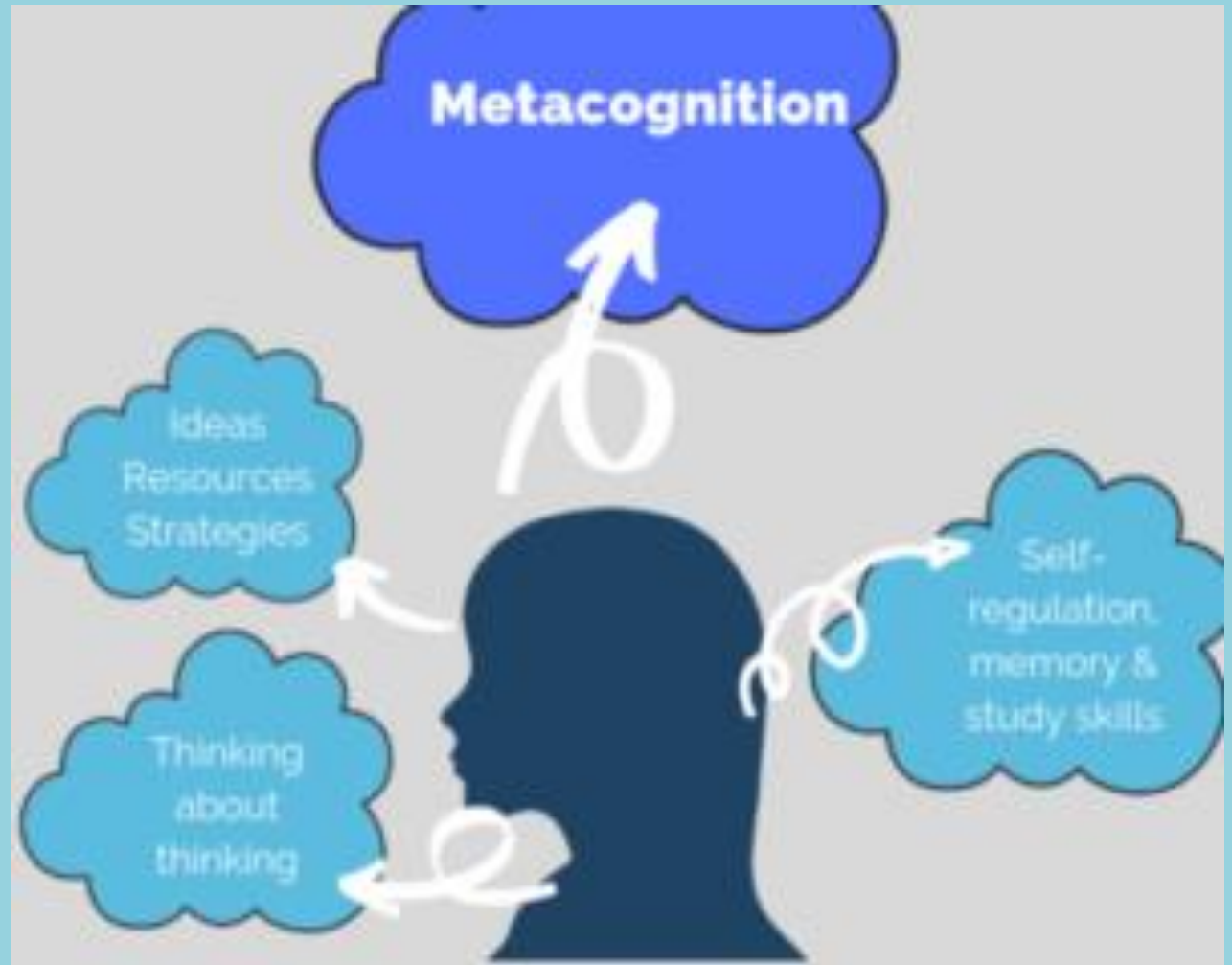
diversity and ability

Definition of metacognition

- Reflective- What went well and what they can practice
- Making connection- Prior learning
- Thinking of strategies to help them
- Memory
- Study skills
- Monitor, reflect and analyse



KS2



Benefits of metacognition on learning and possible gains

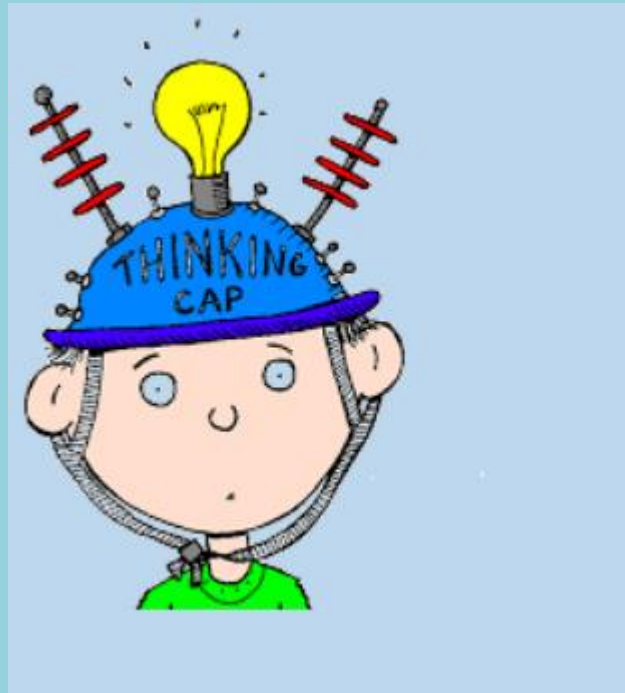
- Independent
- Sense of self and others
- Interactions with others
- Application to different settings
- Improve decision making
- Being prepared to learn
- Less low level disruptions

How we can develop metacognitive strategies in school.

- Children generating success criteria
- Questions asked before the task, during the task and after the task.
- Child led activities
- Reflecting on what went well and identifying any gaps in my knowledge.
- Then using these identified improvements to set personal goals with my teacher.

What will metacognition look like in Year 3?

At the start of lessons, we complete a starter to reflect on prior learning. We think about how this knowledge might help us with this lesson and make cross curricular links.



How can you help your child at home?

Have a conversation with your children before, during and after completing homework.

Try asking the questions:


- What prior knowledge will help me with this task?
- What should I do first?
- How much time do I have to complete this?

- How am I doing?
- Am I on the right track?
- How should I proceed?
- What information is important to remember?
- Should I move in a different direction?

- How well did I do?
- What did I learn?
- Did I get the results I expected?
- What could I have done differently?
- Can I apply this way of thinking to other problems or situations?
- Is there anything I don't understand—any gaps in my knowledge?

METACOGNITION

Thinking Stems

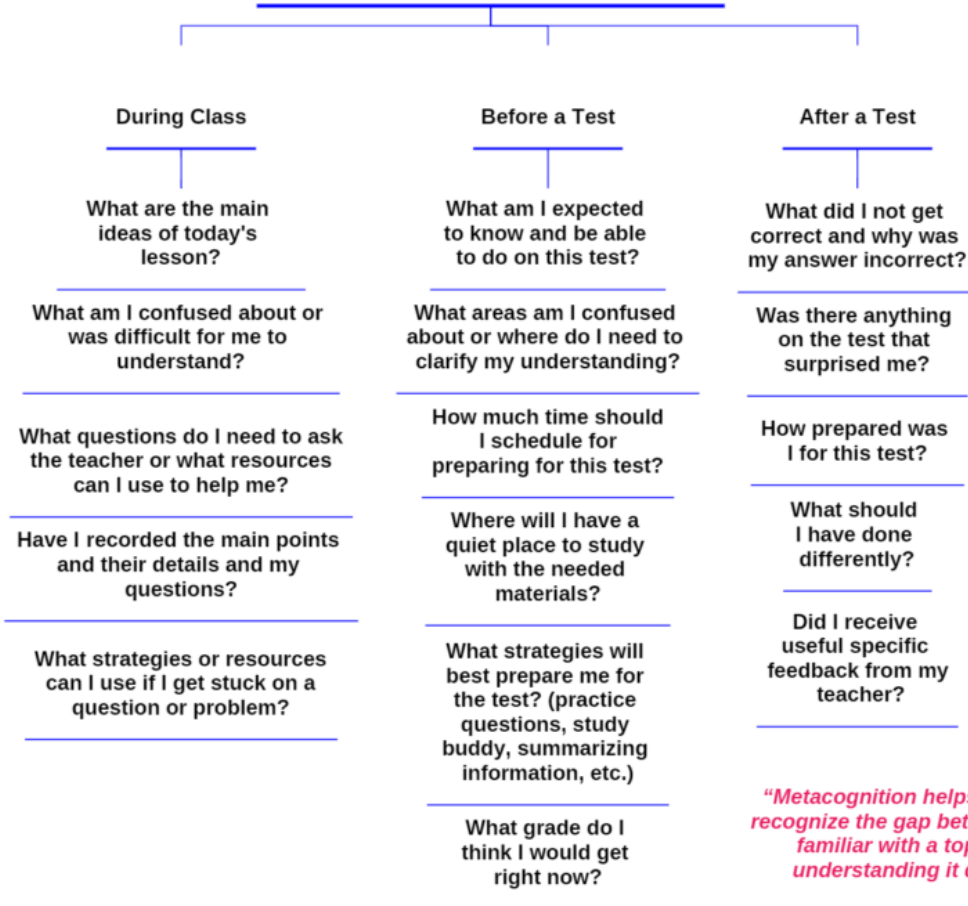


- I'm thinking
- I'm noticing
- I'm wondering
- I'm picturing
- I'm feeling
- It reminds me of
- I'm figuring out
- I'm seeing

Jennifer Bradshaw






HOW METACOGNITION
BOOSTS LEARNING
by Youki Terada

METACOGNITIVE QUESTIONS



"Metacognition helps students recognize the gap between being familiar with a topic and understanding it deeply."

KS2

STRATEGY	THINKING STEMS
Determining Importance What matters most? 	What's important here... What matters to me... I want to remember... It's interesting that... One thing that we should notice...
 Inferring Schema + Evidence = Inference	My guess is... Maybe... Perhaps... I predict... I infer...
Metacognition Thinking about our thinking... 	I'm thinking... I'm noticing... I'm wondering... I'm seeing... I'm feeling...
 Questioning Generate questions before, during, and after reading...	I wonder ... What if... Why... I don't understand... How could... It confused me...
Schema Making connections using prior knowledge... 	That reminds me of... I'm remembering... I have a connection to... I can relate to... I have schema for...
 Synthesizing Changing your thinking along the way...	Now I understand why... My new thinking is... I'm changing my mind about... I'm beginning to think... I used to think _____ but now I think _____
Visualizing Create mental images... Use your senses... 	I'm picturing... I can imagine... I can feel, see, hear, smell, taste... My mental images include...

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