

MODELLING & METACOGNITIVE TALK

Use 'I do, we do, you do' to explicitly model our metacognitive processes.

Promote independent metacognitive talk. Encourage students to speak out loud to themselves, describing and explaining their thinking.

CHALLENGE ZONES

Get students to reflect on strategies used in lessons and identify how challenging they were.

They then consider what they might do differently for those they find too easy or too hard.

EXAM WRAPPERS

Use before, during or after assessments. Students consider the study strategies used to prepare and how well they worked for them, what they should do differently and why.

METACOGNITION

PLAN, MONITOR, EVALUATE

Students plan to use a certain strategy or process, monitor their performance during a task and then evaluate its success.

COGNITION

ATTENTION → WORKING MEMORY → LONG TERM MEMORY

GRAPHIC ORGANISERS

These can help students to organise their knowledge and process their thoughts. A metacognitive learner can identify which graphic organiser is most effective for each task, through planning, monitoring and evaluating.

STRATEGIES TO PROMOTE METACOGNITION & SELF-REGULATION



Mastery Learning : INSPIRING A GENERATION OF LIFE LONG LEARNERS