

Bilton Grange Metacognition 'Must Haves'

Modelled

Prompted

Independent

EYFS			
	Autumn	Spring	Summer
Learning Challenge Question?	<ul style="list-style-type: none"> How do I learn? 	<ul style="list-style-type: none"> Who helps me learn? 	<ul style="list-style-type: none"> How can I learn independently?
How do teachers help you learn in (subject)?	<ul style="list-style-type: none"> Adults show me what to do, I can watch and try to copy. I can press a challenge button if I forget what the challenge is. I can look at pictures near the table/area. I can ask adults for help if I need it. 	Autumn + <ul style="list-style-type: none"> I can ask adults/other children for help if I need it. Ensure children are engaged by targeted questioning. Encourage the children to persevere when faced with a challenge by breaking tasks down into smaller steps. 	<ul style="list-style-type: none"> I can use resources to learn independently (e.g. number lines/phonics mats/working walls) Children persevere when faced with a challenge by developing the skills to break tasks down into smaller steps.
Which aspects of (subject) do you enjoy and why?	<ul style="list-style-type: none"> Children can express their interests: I like...because 	<ul style="list-style-type: none"> Children can express their interests: I enjoy...because... and 	<ul style="list-style-type: none"> Children can talk in detail about what they enjoy and why. Children can say how they can use their knowledge in other areas.
What does (choose subject specific vocabulary from planning and/or displayed in the classroom) mean?	<ul style="list-style-type: none"> Children can explain vocabulary on working walls, Children can explain vocabulary used within Early Years environment (socially and emotionally) 	<ul style="list-style-type: none"> Children can explain what the key vocabulary words mean within provision, working walls and challenge frames. 	<ul style="list-style-type: none"> Children can explain what the key vocabulary words mean within provision, working walls and challenge frames and use it freely within the right context.
Ask a subject specific question requiring pupils to access knowledge from their long-term memory.	<ul style="list-style-type: none"> Children can make links to their current learning from their previous experiences. Children are starting to understand the relevance of the recalls – they help us know more and remember more. 	<ul style="list-style-type: none"> Children can draw on prior knowledge and apply to new learning. - I can remember when.... I can tell you what happened... I can say how something is the same or different. ... Children understand the relevance of the recalls – they help us know more and remember more. 	<ul style="list-style-type: none"> Understand the relevance of the recalls – they help us know more and remember more and can give an example of this in their learning. Children recall their learning in more detail and use it to inform future challenges – how they approach a task.

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<p>How do you know you have done well in a (subject) lesson?</p>	<ul style="list-style-type: none"> Teachers to scaffold children in their learning and support them to be successful in their activity/learning. Verbal feedback and modelling support children's understanding of what they have done well and what they can improve on. 	<ul style="list-style-type: none"> Children to use examples around them as well as other resources to support their learning. Verbal feedback and challenges support children's understanding and give the children opportunities to apply their knowledge within a different context. Peer support when appropriate. Children are able to transfer their skills into other areas of provision. 	<ul style="list-style-type: none"> Children to use examples and resources around them with greater independence. Children are beginning to self-assess and check through their work before showing it to an adult. Peer support and class discussions highlight how learning tasks can be approached differently, which ways are better and why. Children are able to transfer their skills into other areas of provision.
<p>What are you learning about (current learning in subject)?</p>	<ul style="list-style-type: none"> Children can say what they are learning about in their chosen area. They can say and show what they have learnt in phonics. 	<ul style="list-style-type: none"> Children can say the current learning focus in maths, English, Phonics and areas of provision. 	<ul style="list-style-type: none"> Children can explain in detail what they are learning about throughout all areas of learning.
<p>KEY VOCABULARY</p>	<p>Metacognition Over-learning Pre-learning Recall (2,6,12) Know more/remember more Learning slips Deliberate practice Strategies Plan/monitor/evaluate</p>		

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Key Stage 1			
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Year 1	<ul style="list-style-type: none"> Understanding why it is important to play an active part in learning. Children can draw on prior knowledge and apply to new learning. Children can recall knowledge sentences. Understand the relevance of the recalls – they help us know more and remember more. Confidently using working walls and resources independently to support learning. Have the confidence to ask my teacher if I need help. Can link knowledge learnt in different areas of the curriculum and apply taught skills across a range of subjects. Motivated to learn and be responsible for their own achievements. Access 'build a bridge' going across 2 tables, each group only has one of the resources. (1st 2 weeks – ask their peers for help, break it down into what they will need, use the pictures around the room to help them, make decisions, plan, monitor and then evaluate.) Before, during and after an activity be able to say what resources they will use to support them if they get stuck. Use the working walls to support my learning. 	<ul style="list-style-type: none"> Manage own time effectively and complete tasks within a given time frame. Children can ask questions to support their own learning. Will ask themselves 'is this task asking for subject knowledge I can remember?' I understand the longer I stick at a task the greater the reward will be for me. Can break a task down into smaller, more achievable steps. 	<ul style="list-style-type: none"> Being able to solve problems using previously taught strategies. Editing their own work with little adult support. Making decisions on how to present information and which information to include. Through the use of mid lesson plenaries children will then change their approach if their current method is unsuccessful. Children can access own resources to support their learning. They decide what they will need and where to find it. Will have strategies to keep themselves focused on the task in hand. Able to set own targets.
Year 2	<ul style="list-style-type: none"> Evaluating own successes and considering alternative approaches to an activity. Editing their own work with peer support. Understand the relevance of the recalls – they help us know more and remember more. Making decisions on how to present information and which information to include. Introduce ask 3 before me with reminders. 	<ul style="list-style-type: none"> Use ask 3 before me confidently. Children challenge teacher to further their own learning and understanding. Will ask themselves – is this task too challenging for me? Which bits are hard? Which bits can I do? 	<ul style="list-style-type: none"> Editing their own work without teacher prompts. Support peers with editing and improving their work. Internal scaffolding is apparent and readily used. Children are aware of using the working wall, finding resources, asking their peers, working in a

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	<ul style="list-style-type: none"> • Through the use of mid lesson plenaries children will then change their approach if their current method is unsuccessful. • Children can access own resources to support their learning. They decide what they will need and where to find it. • Access specific activity (1st 2 weeks to support meta cognition strategies) • Before, during and after an activity be able to say what resources and strategies they will use to support them if they get stuck. 	<ul style="list-style-type: none"> • Able to set own targets and discuss what they need to do to achieve these. 	<p>systematic way, linking new knowledge to current knowledge to ensure they remember what they have learnt. They use all of these when they are stuck.</p> <ul style="list-style-type: none"> • Monitor own performance for signs of progress by answering previous questions. • Encourage peers to reflect on their own work and take learning 'risks'.
<p>Teachers</p>	<ul style="list-style-type: none"> • Activating prior knowledge • Explicit strategy instruction • Modelling of learned strategy – ensure this is effective and clear. Appropriate to task, pace. Not to be too specific. Know when to pull the scaffold away. • Guided practise • Independent practise • Structured reflection • Asking focussed and direct questions. • Ensure work is challenging and gives pupils opportunities to stretch themselves and move out of their learning comfort zone. • Identify which specific part of a task they found difficult and at what point it became difficult. • Distributed practise – 2, 6 and 12 recall. • Ensure children have independent access to high quality resources and know where to find these. • Ensure resources in drawers are clearly labelled to support independent access and reduce wasted time looking for resources. • Learning slips to help children understand how they felt during a lesson • Highlight on planning where specific questions or activities may be planned in. 	<p>Vocabulary</p>	<p>Metacognition Over-learning Pre-learning Recall (2,6,12) Know more/remember more Learning slips Deliberate practice Strategies Plan/monitor/evaluate</p>

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Lower Key Stage 2			
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Children Vocabulary Metacognition Over-learning Pre-learning Recall (2,6,12) Know more/remember more Learning slips Deliberate practice Strategies Plan/monitor/evaluate	Year 3 <ul style="list-style-type: none"> • Know that they have a responsibility for their own learning • Know that the more effort they put in, the more they get out • Ask 3 before me • Use the equipment and materials that are given, to support learning (eg word banks, scaffolding etc.) • Use resources given to help them edit and improve their work • Begin to develop a range of strategies to remember more through deliberate practice • Understand that prior key knowledge can help with new learning • Use dialogic talk strategies to monitor learning with peers • To identify when a chosen strategy isn't working well 		
	Year 4 <ul style="list-style-type: none"> • Know the routines of the class and collect the equipment they need independently • Reflect on what worked well when completing a task and how they could improve • Use the learning wall and other classroom resources when stuck • Begin to use prior key knowledge learning to help with new learning • Use a range of strategies independently to support learning • Begin to edit and improve their own work using known strategies and resources • Use a range of strategies that help them to remember more through deliberate practice • Use dialogic talk strategies to monitor and evaluate learning with peers • Begin to adapt a chosen strategy if it is not working 		
Teacher Input (Planned for i.e. targeted questioning).	<ul style="list-style-type: none"> • Make each step explicit. • Talk about metacognition so the children use and understand the term • Think aloud when responding to a problem to model strategies • Actively praise effort as well as achievement • Model and scaffold new strategies with guided practice • Provide time for planning and evaluating • Model what to do if you make a mistake • Use over learning, pre-learning and 2, 6, 12 recalls to shown learning is happening • Add metacognitive tasks to MTPS and STPS where appropriate • Use learning slips to allow children to evaluate learning 		

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Upper Key Stage 2			
	Autumn	Spring	Summer
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Children Vocabulary Metacognition Over-learning Pre-learning Recall (2,6,12) Know more/remember more Learning slips Deliberate practice Strategies Plan/monitor/evaluate Knowledge books	Year 5 <ul style="list-style-type: none"> Consistently use a range of strategies (ask 3, Top Tips) to remember more through deliberate practice Use resources in the classroom environment to support or extend their learning. Use prior key knowledge learnt in their work. Identify the most effective strategy for them to use in their learning. Reflect on how they would approach a task differently next time. Effective use of dialogic talk must haves (with explicit use of the term metacognition) in the learning environment to deepen understanding and learning. 		
	Year 6 <ul style="list-style-type: none"> Plan how to complete a task in a given time. Edit, evaluate and improve work. Say why they may find a task challenging and suggest appropriate strategies to overcome challenges. Reflect on their learning and identify what worked or didn't work and why. Adapt their approach to a task if it isn't working. Effective use of self (red pen) and peer (blue pen) marking. 		
Teacher Facilitation	<ul style="list-style-type: none"> Explicitly signpost when metacognition is used (in plan and verbally in lessons). Knowledge sentences repeated at key points in lessons (beginning/middle/end). Explicit modelling of strategies to help children to find effective ways to help them remember and learn more. Explicit modelling of how to independently use classroom/learning environment to support children's learning. Provide opportunities for children to: plan their approach to a task, identify when they need to adapt strategies and reflect on their work. Building in thinking time. Ensure environment and resources support independence in children (appropriate resources easily available - use of: working walls; learning slips; knowledge books; reference books; equipment; internet). Use of overlearning and 2,6,12 recalls and knowledge books. Planning for the use of metacognition strategies in lessons (at least one explicit metacognitive task detailed on MTP). Reflection of tasks to help children identify what they found challenging, what worked, why and how they could change approach next time if needed. 		