



Professional Learning Update

What's new? EEF: Metacognition and Self-Regulation Guidance Report

The much awaited guidance report on developing metacognition and self-regulation has landed! The report is designed to support teachers in changing their practice to improve students' metacognitive skills and provides seven guiding principles for effective application. This includes their ability to plan, monitor and evaluate their own learning and progress. The evidence gathered by the EEF suggests that strategies designed to support metacognition and self-regulation have the potential to be worth the equivalent of an additional 7 months progress. The report reviews the best available research and provides practical advice and guidance about how to apply strategies in the classroom. A key feature of the report is the 'myth busting' around the issue of metacognition, particularly the idea that metacognition or 'learning to learn' can be taught in isolation. The report emphasises the need to combine the teaching of metacognition strategies with subject specific content. You can download the report and the summary poster [here](#).

Education Endowment Foundation

METACOGNITION AND SELF-REGULATED LEARNING
Summary of recommendations

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Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge	Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning	Model your own thinking to help pupils develop their metacognitive and cognitive skills	Set an appropriate level of challenge to develop pupils' self-regulation and metacognition	Promote and develop metacognitive talk in the classroom	Explicitly teach pupils how to organise and effectively manage their learning independently	Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately
<ul style="list-style-type: none">Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.	<ul style="list-style-type: none">Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning.While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way.A series of steps—beginning with activating prior	<ul style="list-style-type: none">Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task.	<ul style="list-style-type: none">Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners.However, challenge needs to be at an appropriate level.Pupils must have the motivation to accept the challenge.Tasks should not overload	<ul style="list-style-type: none">As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills.Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is	<ul style="list-style-type: none">Teachers should explicitly support pupils to develop independent learning skills.Carefully designed guided practice, with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in independent practice.Pupils will need timely effective feedback and strategies to be	<ul style="list-style-type: none">Develop teachers' knowledge and understanding through high quality professional development and resources.Senior leaders should provide teachers with time and support to make sure approaches are implemented consistently.Teachers can use tools such as 'traces' and observation to assess pupils' use of self-regulated learning skills.

What's out there? Free training for SLEs!

Stourport Teaching School Alliance and Hereteach are offering a free day of SLE training on Thursday 21st June. The course is aimed at existing SLEs who have undergone their core training. The day will cover the following aspects of SLE work

- How to be proactive and creative in increasing your SLE deployment.
- How to market yourself effectively.
- Funding -supporting your SLE work.
- How to create impact through coaching.

The training will take place at One Track Training Centre, The Kingsway, Stourport-on-Severn. If you are interested in attending this free training event, please email teachingschool@southbromsgrove.worcs.sch.uk



What's Coming Up?

When	What?	Who is it aimed at?	Links
5 June	TeachMeet Malvern The Chase High School	All teachers!	https://bit.ly/2HNUmzY
13 th June	Enrichment TeachMeet George Salter Academy	All teachers with an interest in enrichment	https://bit.ly/2JRuAXT
21 st June	SLE Advanced Training	Existing SLEs	
28 th June	SLE Network Meeting South Bromsgrove	SLEs	teachingschool@southbromsgrove.worcs.sch.uk Please confirm attendance using the email address above.

