

Metacognition:

Parent presentation March 2026

Inclusion Ambassadors

Who are we and what have we been up to so far since September?

The Inclusion Ambassadors play a big part in this school. We are a part of 'Voices of Hertfordshire'. This is the name for a group of children in Hertfordshire who are involved in shaping services for those with special needs. We have had three meetings with Southfield special needs school since September. Not only that but we have created a magazine with fun activities, explaining what we did at those meetings.

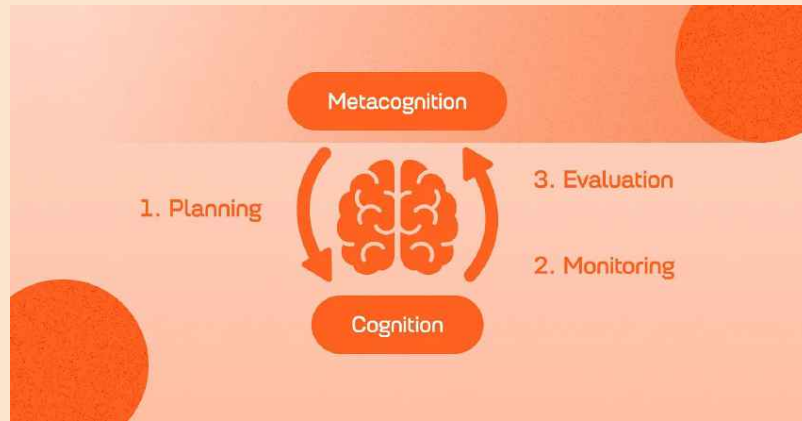


♣ DIVERSITY ♣
IS A FACT
∞ INCLUSION ∞
is an act

What is Metacognition?

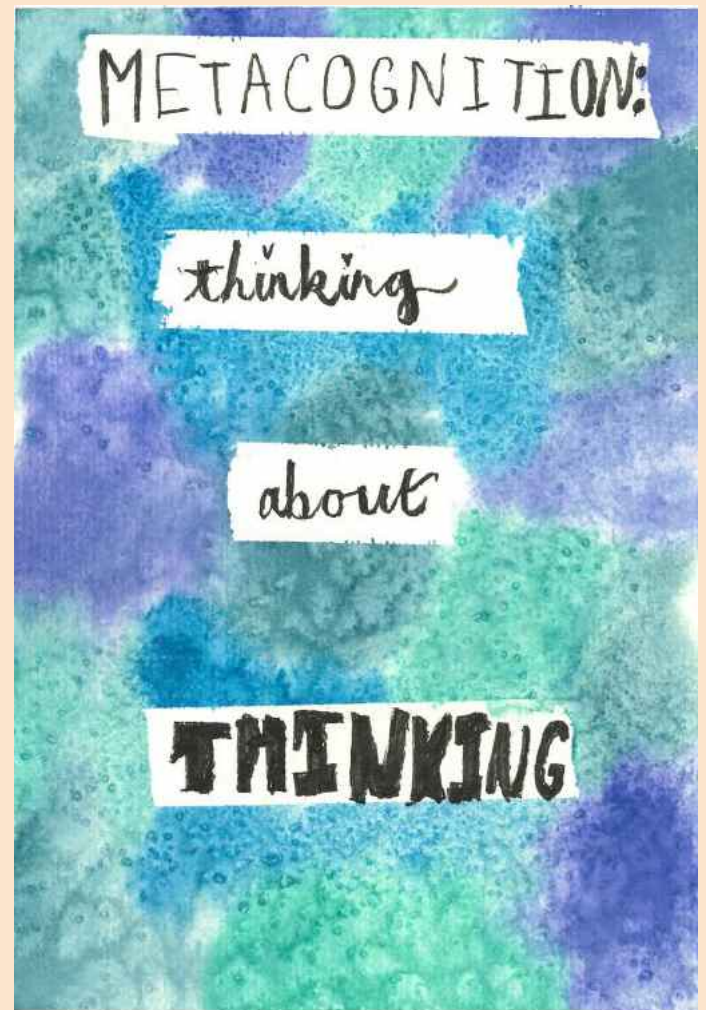
The dictionary defines metacognition as the awareness and understanding of one's own thought process. This may be a little hard to get your head around so we have a helpful video by the EEF [Educational Endowment Foundation].

[Video](#)



Thinking about thinking

Metacognition is thinking about thinking. It helps us by understanding how we work, what helps us and what we're best at. It takes time and practise to become a cognitive learner.



Interview time!

We wanted you to hear more from the children themselves here at Holy Family - here's what they have to say!













Planning

Planning is the first step in metacognition. Wondering if you have faced a challenge like this before or what equipment you might need to achieve the best result possible.



What does this look like for a pupil in class?

To help with our planning we can look at our success criteria to help us understand what needs to be done or included in our work.

We can use our metacognition mats which include questions for us to think about for each stage of metacognitive thinking.

A reflective plan for Spidernotch

Name of creature:	Reluta <i>change to beautiful</i>	Diagram of creature:	
Appearance:	<ul style="list-style-type: none">• Fluffy dress• size of a sprite• Always		
Characteristics and disposition:	<ul style="list-style-type: none">• shape shifts into what you desire most.• follow it and you will be locked in the forest forever.		
Habitat:	<ul style="list-style-type: none">• forests• I found it in Galapagos Isles but (due to recent research) was discovered in any forest• Nothing	Caption idea:	<ul style="list-style-type: none">• I found a ripped warning poster.• Copied from person locked inside
Feeding habits:			
Dangers:	<ul style="list-style-type: none">• You could be locked in the forest forever.		
Other interesting facts:	<ul style="list-style-type: none">• Creature	Labels:	<ul style="list-style-type: none">• Warning poster.• Name of Reluta

Monitoring

Monitoring is the second step in our process. This is done during our work. We wonder about things like is this strategy working? Do I need to ask my partner for help? This helps us understand that if something is not working that we need to change that.



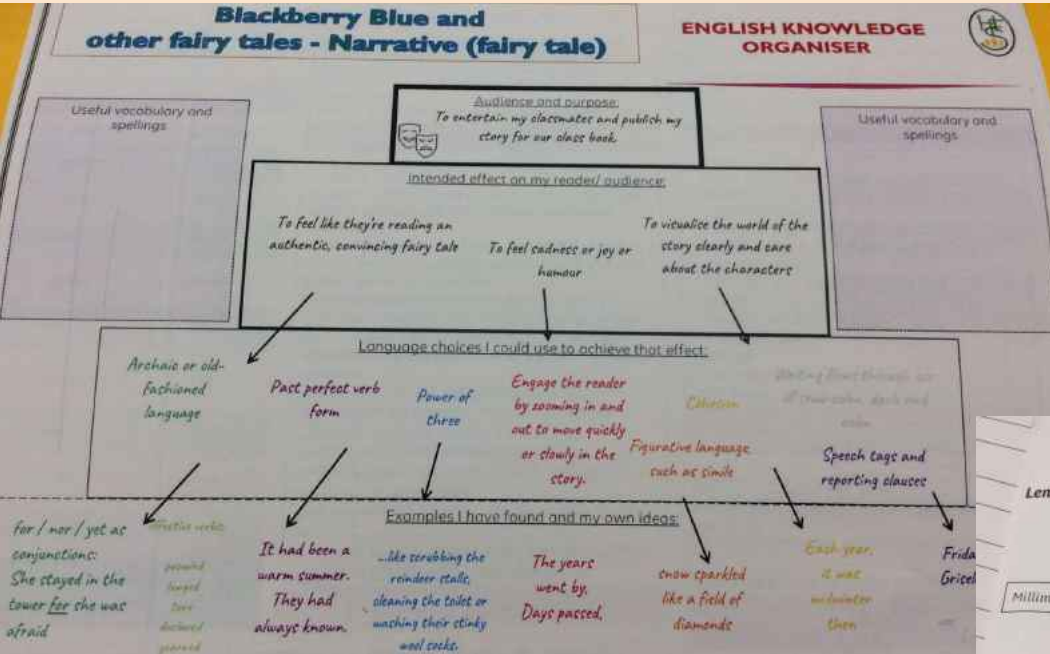
n · 1468213508



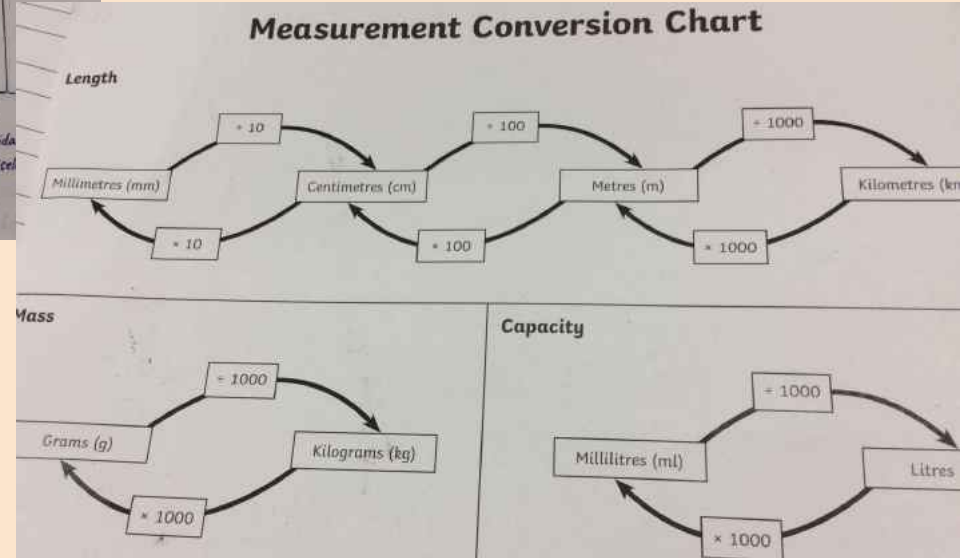
What would monitoring look like for a pupil at Holy Family?

To help with monitoring we could use different adaptive resources depending on how confident we feel in our work. We could ask our learning partner for help or help someone else. If we are struggling we could also look at the working wall, knowledge organisers or the teachers example. We are thinking all the time about how we are getting on.

These are some examples of things to help us that we found in Year 6.



The picture underneath is used for helping us in Year 6 with our converting in Maths.



The picture above is the back of a knowledge organizer used in English.

Evaluating

Evaluating is the last stage in the process. This is when we think about: *Do I need extra help next time? What did I do that worked? How can I improve?* It is very important that we reflect on our learning.



Here is a yellow box

We use arrows to put our books where we think they should go.

For extended reports about an innovated creature, in the style of Spiderwick field guide

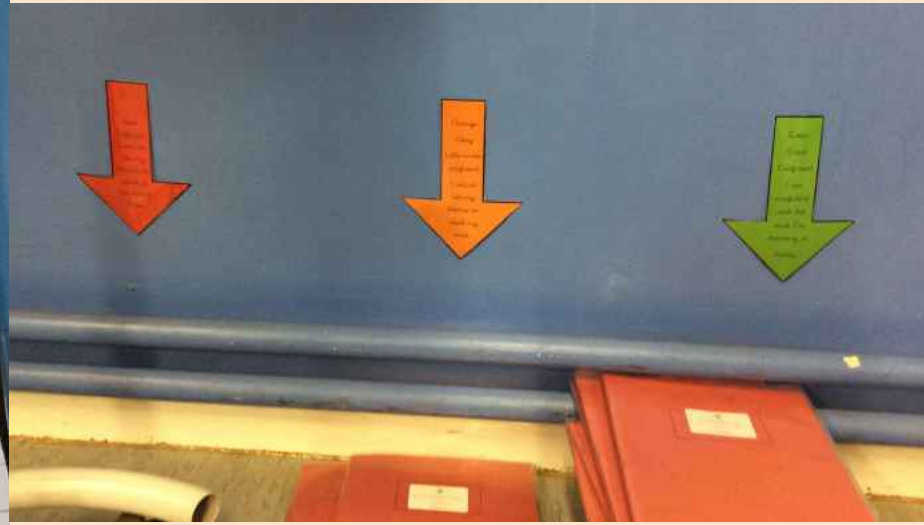
Relutia
Transgornans feminan creatura

I was on an expedition in the Galapagos islands, I was determined to unearth a monumental discovery just like Charles Darwin did. It didn't understand to me that finding that discovery may be the death of me and was the death of many others. Nevertheless, I felt compelled to inform you about the Relutia.

Edit your paragraph so all verbs remain in past tense.
may be → present modal → might be

Final sentence
I feel compelled → I felt compelled
Nevertheless, I felt compelled to inform you about the Relutia.

9.2.09



Metacognition mats Early Years

Metacognition- Planning



What is the activity?

Metacognition Monitoring



Do you



need



help?

Metacognition- Evaluating



What

are



you



proud

of?

Metacognition mats KS1, earlier stages of Yr3

Metacognition- Monitoring

How are you doing with the task?

Would it be useful to ask for help?

Metacognition- Planning

What have you been asked to do?

What is the goal?

What can you use in the classroom?

Metacognition- Evaluating

Have you checked your work?

Have you reached your goal?

What are you proud of?

KS2

1  
Metacognition- 1. Planning (start of the task)

?  
Have you seen a task like this before?

 ?  
What prior knowledge do you have that might?

 ? 
What is your plan/goal?

 ? 
What strategies will you use?

 ? 
What resources will you need?

?   
How will you stay focussed and motivated during the task?

?  ? 
Are there any bits that you might find tricky- what will you do if you get stuck?

 
Metacognition- 2. Monitoring (during the task)

 ? 
How are you sticking to your plan?

? 
Is the strategy you have chosen working or do you need to try something else?

?  
Have we used any strategies in the past that might help you here?


Do you have everything you need?

?   ?
Could you check in with your partner to see how you are getting on?


 ?  
How are you staying focussed and sticking to the plan?

3  
Metacognition- 3. Evaluating (after the task)

 ? 
Did you achieve your goal?

? 
How did your plan help- did you have to adapt it?

? 
How well did your strategies work?


Did you stay motivated and on task- what helped?

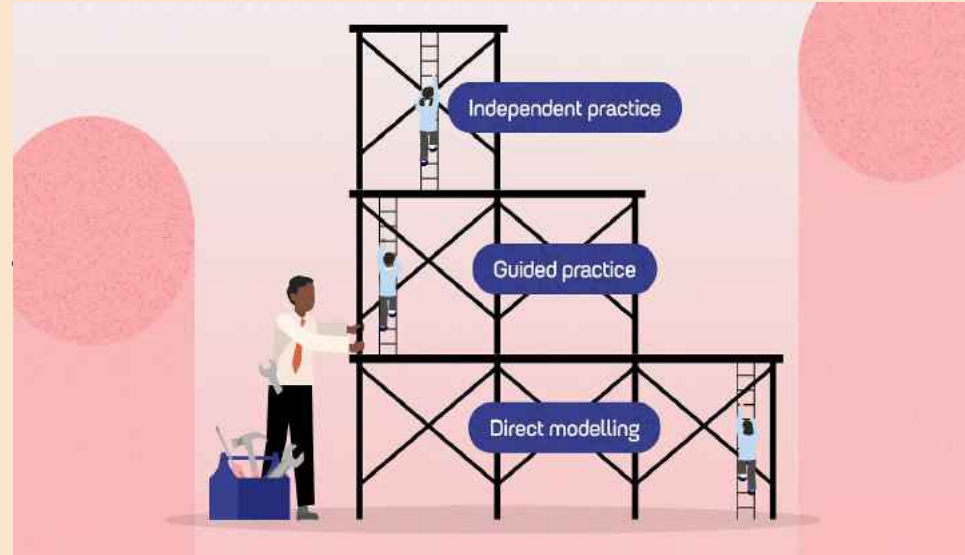
Do you need more/less support next time? 

 ? 
What will you do differently next time?

 ?  
What have you learned about yourself and your learning?

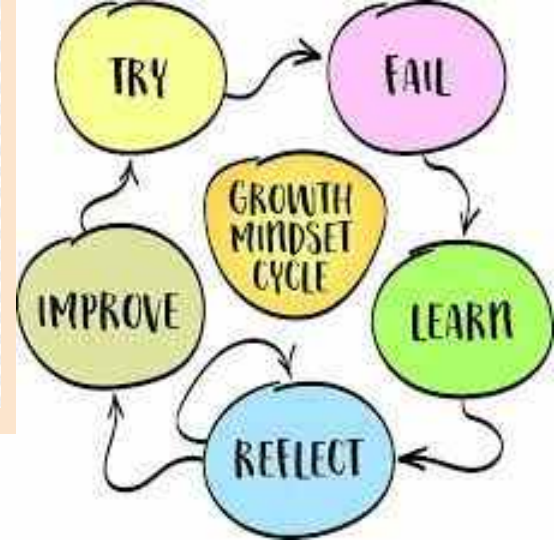
Developing Independence

The image on the right shows a diagram of metacognition. The foundation is Direct modelling. This means when the teachers teach us something. Next is Guided practise is when the child is given some support such as using equipment or pictorial representations. And Independent practise is independent.



Growth Mindset

A lot of metacognition is due to a growth mindset. This is basically positivity. The voice inside your head saying: I can't do it... yet. *The expert in anything was once a beginner. All things are difficult until they are easy. I have to keep trying!*

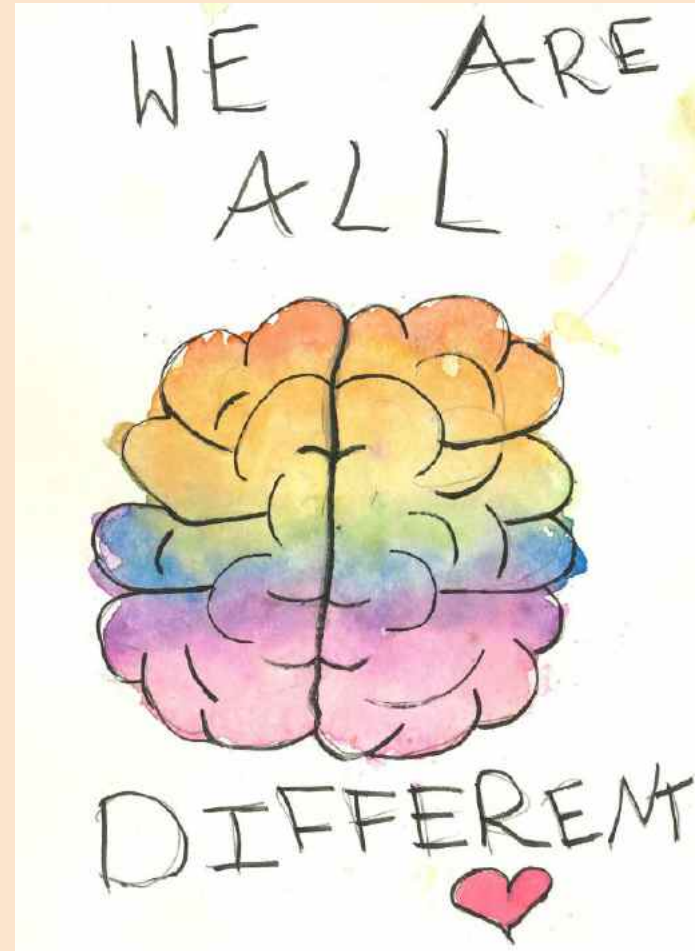


A reminder why we are focusing on metacognition...

Empowering us to think metacognitively, will on average support children in making 7-9 months additional progress in an academic year.

We're all different!

All students are different. So are our brains. We all have different needs and ways of supporting us.



Quiz Time!

Q1. How would you summarise metacognition to someone who hasn't heard of the term before?

Q2. What are the 3 stages of metacognition?

Q3. Can you give an example of something we could use to help us with our learning?

Q4. If we think metacognitively, how many months progress can we make in one year?

Q5. What are one of the resources in the classroom that can help us with our learning?

Q6. Which is better, a growth mindset or fixed mindset?

Q7. True or false, monitoring is the last stage?

Any Questions?

Thankyou!



THANK YOU!



1. Planning

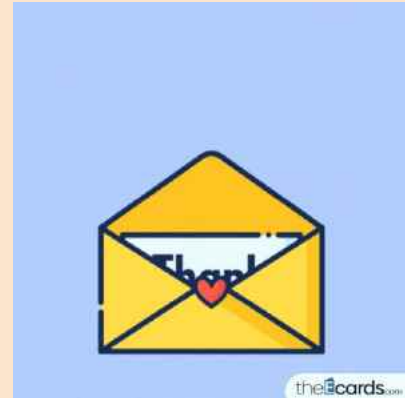


Metacognition

Cognition

3. Evaluation

2. Monitoring



theCards.com

