

Long term

All staff to be using metacognitive strategies across the curriculum.

All subject leaders to think how metacognition can be developed in their own area.

Children using metacognitive strategies and have an understanding of their own learning.

Improvement in children’s outcomes across school.

Medium term

All staff to have an understanding of metacognition and to have received training.

Subject leaders to have trialled specific metacognitive strategies for English and maths including using worked examples and thinking frames.

Some staff to have trialled these strategies in classes before the end of the year.

What needs to change e.g. teacher behaviour, student behaviour, attainment?

**Teachers**

* Not all staff have a secure understanding of what metacognition is and how this can benefit pupils
* Not all staff have a secure knowledge of how to teach pupils metacognitive strategies
* We need to improve further staff modelling their own thinking to help pupils develop their own metacognitive strategies

**Students**

* A range of data (assessments, pupil interviews, pupil progress meetings, discussions with pupils and reading with pupils and end of year reports) demonstrate that in reading the barrier to learning is not decoding but in comprehension skills and being an active reader.
* This year we have introduced the super six problem solving strategies to be taught explicitly throughout school but these need to be more clearly linked to metacognition and linked to the using worked examples video on the EEF
* Writing results have been impacted the most across school and we are seeing in gaps in writing. Pupils are lacking in planning, monitoring and evaluating their writing.

**Attainment**

* + - Although pupils have performed well in maths – there is a disparity between arithmetic and PS + R scores.
		- Providing explicit worked examples for prediction and inference questions
		- Relieve the cognitive load on pupils when writing and allow them to critically evaluate their own and others writing

**PUTTING EVIDENCE TO WORK: A SCHOOL’S GUIDE TO IMPLEMENTATION**

Implementation plan template

This resource supports the [*Putting Evidence to Work: A School’s Guide to Implementation*](https://eef.li/implementation/)guidance report.

Final Outcomes (and so?)

How will pupils, teachers and the school benefit?

Pupils will develop more motivation to complete work across reading, writing and maths as they will have been given strategies to plan, monitor and evaluate their own learning. They will become self-regulated learners.

Teaching staff will have a clearer understanding of the barriers to learning for their children across the curriculum and will be able to provide them with strategies. Staff’s own understanding of metacognition will also improve.

Over time the school would see increased outcomes in pupil progress meetings and also through national data especially reasoning and problem solving in maths and inference and prediction questions in reading papers.

 This improvement in first wave teaching should see a reduction in the need for intervention groups and children being taken out of other lessons to attend these.

Implementation Outcomes (how well?)

How will you know that it is working?

Short term

Drive team will be established and have an understanding of metacognition and it’s impact. (Thinking matters school to deliver this training )

Further training will be delivered around the use of thinking frames by thinking schools

KP to deliver training on using worked examples using the EEF guide

The Morley Victoria meta learner to have been agreed upon

Implementation Activities (how?)

How will it be done?

What blend of activities are required?

Training

* KP/JW to join thinking school network and attend a day in September at Alwoodley

Drive team to attend CPD through ‘thinking matters’ around what metacognition is.

Drive team to receive training around using thinking frames.

Subject leaders to develop workshops around the metacognitive strategies in reading , writing and maths.

Coaching

In-school support from an EEF research lead. Subject leaders to be designated year groups/individual teachers to coach in areas subject to needs.

Monitoring

Part of the monitoring cycle will be focused around teachers verbalising their metacognitive thinking (what do I know about problems like this? What ways of solving them have O done before?) and their use of scaffolded tasks, like worked examples.

Educational Materials

EEF guide to metacognition.

Walk thrus by Tom Sherrington

Using worked examples to support pupils' mathematical problem-solving

Six thinking hats by Edward de Bonio

Improving mathemetics at KS2 EEF strand 3 teach strategies for problem solving

Intervention Description (what?)

What are the essential ‘active ingredients’ of the intervention?

What activities and behaviours will you see when it is working?

* **Active Ingredient 1 Maths**

In maths staff will model their thinking to solve problems by using worked examples following the scaffold. The ‘super six’ problem solving skills will continue to be taught explicitly and referenced throughout lessons when it is an efficient strategy and thinking frames will be introduced to allow children to follow the problem solving process.

* **Active Ingredient 2 Reading**

In reading staff will model their ‘active’ reading through whole class reading lessons, class novels and fluency texts linked to different areas of the curriculum. Teachers will model through worked examples on how to write written answers for texts and unseen texts in exam style questions and use strategies such as APE and ‘Pairs of PJ’s’ for impression questions.

* **Active Ingredient 3 Writing**

Staff will model the writing process through shared, modelled and guided writing. Staff will provide children with strategies on how to plan, monitor and evaluate their own writing.

Problem (why?)