SUPPORTING PUPIL INDEPENDENCE THROUGH QUESTIONING

Using questions to support metacognitive regulation:

- Metacognitive regulation involves pupils planning, monitoring, and evaluating their learning. This process supports independent learning behaviours.
- This tool is designed to support teachers by providing questions that encourage pupils to think metacognitively about their learning.
- These questions can be used across subjects and school phases.
- Teachers and teaching assistants could ask pupils these questions directly, or model them aloud, during opportunities such as a think aloud.
- Helping pupils to plan, monitor and evaluate their learning to support independence features in the EEF’s guidance report on Metacognition and self-regulation.

1. Planning (start of the task):
   - Have you seen a task like this before?
   - What prior knowledge do you have that might help?
   - 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?

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. 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?