

Metacognition: Moving forward with new evidence

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Bookmark: Podcast Introduction & Metacognition

I'm delighted to introduce our latest episode of the Education Endowment Foundation's Evidence into Action podcast, where we explore all sorts of important topics to educators, from practise to policy and diving into the evidence. This episode is on the popular topic of metacognition and self regulation and a bit more specifically, we talk about the new updated EEF Guidance report, which has been really popular already in the system. We get to hear first from Beverly Jennings, who's EEF colleague who led the authorship of the update, and also my Co host Corinne Settle. We're also listening to practitioners who are putting evidence into action, applying metacognition in classrooms with pupils and we'll speak to Tom Calhoun and Emily Smeaton. We'll hear from how different ends of the country in different classrooms with different peoples of all ages, how Metacognition is translating into powerful learning. So back to yourself Corinne, my Co host. Can you tell us a little bit about yourself and and why Metacognition is of interest?

Corinne Settle [00:01:25]

Thanks Alex. Well, I'm delighted to be here. My first time Co hosting. I'm content and engagement specialist for teaching and learning here at EEF. 18 years teaching, many years working on teaching and learning after that, and now here at EEF, my dream job. It's been really exciting to join EEF and to really start to dig in into the metacognition guidance. And I think what's been particularly exciting this time is that real shift to looking at practical classroom application, looking at what strategies, what the evidence says and how we can use those in the classroom.

Alex Quigley [00:02:00]

Yeah, that's great. And I think we all know Metacognition can be quite a sophisticated topic and so we need to break it down. What exactly is it? What's it look like and sound like in the classroom? What are those practical strategies you've just talked about? So without further ado, let's speak to our first guest and that's Beverly Jennings.

Beverley Jennings [00:02:17]

Thanks, Alex. Yeah, Hi, my name is Beverly. As you said. And before I started at the EEF, I was a secondary English teacher for a couple of decades, so lots of experience in schools. And then I moved to the EEF 2 years ago and work as a programme manager. So lots of work on the trials that we do and also on some of the themes. And one of the themes that I've worked on most recently has been the metacognition one with the update to the new guidance report.

Alex Quigley [00:02:42]

And we know a lot of people are interested. There's been really great attention on the new guidance and the update. But just to go beneath the surface a little bit, can you tell us? We've done a new recent evidence review and we know that the evidence has just shifted and changes. There's a lot of research studies about metacognition. Can you tell us about some of those changes and how it's impacted the new guidance report and why?

Beverley Jennings [00:03:05]

Yes. So the the new evidence review has given us a lot more detail to work from really. So it backed up the already strong finding that was on the EEF toolkit. So that's still a very strong impact finding of overall on average plus eight months when using metacognition strategies. But also the new evidence review had a little bit of a shift in focus and looked specifically at the teaching strategies that we used so that we can then bring that to the guidance report and hopefully give lots and lots of practical ideas and examples about how teachers can bring metacognition into their classrooms and support their pupils to improve their metacognitive skills. So that has really helped us in the new guidance report to shift the focus. So whilst none of the recommendations change, they all remained the same from the previous guidance report. We've changed some of the language. We've got more details on the specific strategies we all the case studies, vignettes and examples. We've got new visuals and graphics and also some new explainer boxes as well. So hopefully lots of practical guidance in there for teachers.

Bookmark: Key Messages: Metacognitive Talk

Alex Quigley [00:04:11]

Yeah. I think we know with medical mission it can be quite a complex concept. So having that practicality, having those concrete examples is really important. There is a real breadth to that guidance. People will know it's one of our most popular ground reports. There's lots in there. What would you say are some of the key messages you like to take from the new guidance?

Beverley Jennings [00:04:31]

Well, I think the first thing that it's really important to understand is that metacognition isn't sort of a standalone skill that can be taught separately and then applied to different subjects. It really works best when it's tied in with good subject knowledge and when it's taught as part of the curriculum. So to show that, all our case studies and vignettes in the guidance report are embedded in kind of subject specific examples. So there is one that's about organising and connecting years and that's shown through an example of creating a concept map in a year 9 history lesson. So thinking about ways of connecting social, economic and technological change through the use of a strategy that helps pupils to think through what's going on and connect those ideas together. The second key message I would say is that metacognitive talk was really very well evidenced in the evidence review. So we really wanted to bring that to the fore and all

sorts of different types of talk in classrooms can support the development of metacognitive skill, but the talk has to be purposeful and guided by teachers.

Beverley Jennings [00:05:36]

So it's not just talk for talk's sake, but really well structured opportunities for talk. So one of the new things in the updated guidance report actually is a self talk continuum visual. And so that shows that talk can move from one end of the continuum where a teacher is maybe modelling by thinking aloud something really, really new to the to their pupils. Yeah. And then at the other end, pupils are using the metacognitive strategies independently and the talk is going on in their head. And then on the continuum, obviously there's lots of things that can support students to gradually move from one end to the other to the more independent end when they're able to use it. Examples of that kind of scaffolding of moving pupils along that continuum might be pupils talking to teachers, pupils talking to to pupils, with the teacher kind of suitably scaffolding those opportunities. And again, if I give an example from the guidance report, we've got a little write up of a year for science lesson where pupils have been set the task of discussing whether materials are a solid, liquid or gas and the teacher has provided a planning scaffold.

Beverley Jennings [00:06:43]

So really important to scaffold that metacognitive strategy of planning some sentence starters to help the pupils kind of monitor and evaluate what they're doing. And there's some paired talk between pupils going on as well as some teacher to pupil talk. So I think that's a really important thing to take away is the importance of that metacognitive talk in lots of different ways in the classroom.

Bookmark: New Tools for Implementation

Alex Quigley [00:07:06]

Really well explained. And actually I think it's one of those areas that can be tricky to implement because just the very nature of talk, as every teacher knows, you've got years of practise background, knowing that it talk doesn't always go the way you expect. And it can be you need to Marshall it and carefully scaffold it and have clear roles and goals. And I think metacognitive talk for me is one of those areas that I need to like focus. Yeah, a bit more on to understand that. I think, I think for people reading the guidance, that's a good one to properly spend your time on, reflect upon it and then try and see what's that match in the classroom. And I think those examples really help. I'm going to bring Corinne in. So Corinne, you're both Co hosts, but also you've been part of developing some tools and resources for the meta condition guidance, working with Beverley and the team. So we know that implementing that condition can be challenging. Just talking there about meta cognitive talk and and how rich and powerful and impactful it can be, but sometimes tricky to manage. What were some of the reflections about this challenge of implementation?

Corinne Settle [00:08:09]

I think what's been really interesting is having that, what do we do about it that really clear what strategies can we use so and of course how we build that as Beverley's

already said into curriculum planning. So we developed sort of three new tools as part of this guidance. And of course the key one around metacognitive talk was about how we promote that. And previously there'd been some separate resources and we've pulled those into one resource. So you can look at the key questions, whether you are modelling that for the first time to students or you're structuring that in things like sentence as well, but giving them key questions to help that planning, monitoring and evaluating their thinking as they're working through different tasks. What tool do?

Alex Quigley [00:08:57]

You think is going to be most helpful just kind of getting leaders thinking about implementing metacognitive mission in their schools?

Corinne Settle [00:09:05]

I think probably the most important tool is the new metacognitive strategies. So it gives a framework of strategies that we took directly from the evidence. So these are evidence based strategies that came through that framework that really we know support that metacognitive development. So within that tool it's looking at different strategies that teachers can use in the classroom for different purposes as well. And tied into that is the scaffolding tool that we've developed, because what that really nicely exemplifies is how each of those strategies can be used in different ways so that those strategies can be scaffolded verbally. So again, teacher modelling, they could be written scaffold as well. And so it's sort of really developing different ways those strategies can be used because it's not just about 1 strategy being used in one way. So it's about how that strategy, so for example, think aloud, can be used, you know, by the teacher themselves, by the pupil, in partners as well, and how they can use that in different ways to support those next steps towards independent learning.

Alex Quigley [00:10:19]

Yeah, that's a great example. And I think I think that point about the the breadth of options here is a really important one. And it's both a challenge of implementation, but it's also why metacognition can be really powerful because there's lots to go at, there's lots of implications, different recommendations, but making them concrete and translating them into people behaviours where they're reflecting, they're planning, they're better monitoring, they're learning. Actually, we know there's really sound evidence if we get to that, it makes a real impact. So I think there's lots of lots of scope both in the guidance and the resources for people to really dig in and find useful insights. And Beverly, I want to ask a question. So given all your teaching experience and then you've got, you're really close to this guidance and like a really getting digging into it and making updates. Was there anything that stood out when you were writing it thinking, oh, this bit's good. I'd love to have applied this and and this kind of really got me thinking about teaching and learning.

Beverley Jennings [00:11:16]

Yeah, I think the the purpose to the metacognitive talk, I thought back to sometimes where I'd struggled with, like you say, getting discussions or group work or collaboration correctly. And I think having the knowledge of the metacognitive skills that pupils need

and thinking about how the talk task that you're setting can be working along that continuum of them become more more independent, is a really great way to structure those talk opportunities when you're providing them.

Alex Quigley [00:11:45]

Yeah. One of the things that struck me with the guidance as well is that it takes things like talk and independence, but it really breaks it down into manageable steps and it really makes you think about scaffolding. And I think sometimes even for really experienced teachers, but particularly for new teachers, sometimes you just need that step by step approach and it can really, it seems small, but as you say, it just makes you think differently. It's kind of that knowledge can really transform practise. I, I think that's a nice point to end on in terms of there's so much in there for, for teachers and, and leaders to dig into. There's some complexity without doubt, but that knowledge can be really powerful and, and it can lead to impact in the classroom. So Beverly, thank you for your time and really appreciate your time on the podcast. And also so all this work on the update which has been so useful.

Beverley Jennings [00:12:35]

Yeah. Thanks, Alex.

Bookmark: Introducing New Guests

Alex Quigley [00:12:36]

I'm delighted to introduce our next two podcast guests, Tom Colquhoun and Emily Smeaton. I'm going to ask you to talk a little bit about yourself and your backgrounds. Emily, can you introduce yourself first, please?

Emily Smeaton [00:12:47]

Hello everyone, So I'm Emily Smeaton. I'm director of North Yorkshire Coast Research School and have been teaching about 20 years, predominantly early years in key stage 1 and really specialised in small schools and I'm also my other role is that I'm a lecturer at York St. John University within ITE, particularly specialising within metacognition and self regulated learning.

Alex Quigley [00:13:11]

Hey, lovely Tom, how are you?

Tom Colquhoun [00:13:13]

Hello everybody. My name's Tom Colquhoun. I'm director of Somerset Research School which is based at the Blue School in Wells in Somerset. Blue is a large comprehensive secondary school with 1400 students and I'm also assistant head teacher there. I've been teaching 26 years, I think it is 12 or 13 as a senior leader, I'm also working with a group of schools across Somerset called the Somerset Partnership.

Alex Quigley [00:13:35]

OK, brilliant. Thank you both. And that's, that's a lot of years practical experience and also really interesting perspectives on this topic, metacognition. So we've already heard a lot about the update to the guidance and there's not been a radical change in the

evidence base, but there's been a bit of a new emphasis. And we also recognise this kind of, this is often a tricky area for teachers to make sense of. So I wanted to get your take on it and, and this new emphasis on specific metacognitive strategies and what this might look like in your classroom, in your school, just in real practical terms. Tom, can I start with you and just get your take on that?

Tom Colquhoun [00:14:14]

I think I really welcome this update, this updated version of the guidance in that, yes, we're still referring to what the evidence suggests, but I like the way that you've got much more of a focus on practical, actionable strategies to use in classrooms. What I really like from the new version is the call for reflection, pull out points there and, and all the vignettes and case studies that are included within the guidance. So that really helps to bring what can be quite complex, quite messy, quite difficult to interpret guidance to life a little bit. I think it gives us permission in our classrooms to take time to not be, you know, to remember, not to rush through content just, you know, because we have to, because there's pressure to do that and to take time to really try to explicitly support children in whatever context to, you know, explicitly develop those metacognitive strategies. You know, I think the message that still comes through really loud and clear is around plan, monitor, evaluate. I think that still rings true. And that's easy to pick up and understand, but it allows us, I think space and time to consider our classroom context. You know, they're very different being metacognitive in year 6 drama is different to year 13 chemistry, isn't it? So, you know, I think this this real focus on practical application really helps us in this in this new version.

Bookmark: Modeling Metacognition: Think Alouds

Alex Quigley [00:15:37]

Yeah, thanks Tom. I'm now intrigued by the parallels and differences between year 6 drama and and chemistry a few years later. Emily, can you offer your take please?

Emily Smeaton [00:15:49]

Yeah. I think picking up on what Tom was saying about the plan monitor and evaluate, I really kind of welcome that with the promoter meta cognitive talk. But particularly how it's been kind of categorised into kind of knowledge of task, knowledge of strategies, knowledge of self. I think that really helps pick up areas that may be a little bit more trickier for some of our teachers than other areas and really kind of evaluate which knowledge of they perhaps more focus on and which they do less on. And the meta cognitive strategies are totally, again agree with Tom that kind of it's really made it more explicit. I mean, we love that word with metacognition, don't we? But it has those strategies. It's kind of really kind of categorising them, explicit instruction, modelling, scaffolding and helping again, teachers kind of get to grips with something that is quite, it is quite nebulous. It is a quite a big thing and quite an abstract concept in that time. So yeah, I really welcome that. I think it's got clarity and I think those exemplifications really support our teachers as well.

Corinne Settle [00:16:47]

Thanks, Emily. And I think what's really interesting that both of you mentioned was

about being explicit with our learners when it comes to metacognition, which sort of leads me to this next question, which is thinking about that modelling particularly and how we model metacognition to our learners. What thinking are you sort of making visible to the pupils and what does that talk actually sound like in practise, Tom?

Tom Colquhoun [00:17:14]

So I think modelling and the think allows, I think especially are about the expert in the room, the teacher, the adult looking to externalise or to reveal those that internal monologue you know that they will use readily. Once again, we're trying to be explicit in our thinking. We know that this is the stuff of good teaching. We know that good experienced teachers do this quite naturally. But for those, you know, earlier in their career, those who are less experienced, less expert in this, I suppose this guidance helps us to, to try and bring that to life. You know, when I, when I see it done well in my school, in my context, I see teachers and teacher assistants importantly, putting themselves in the place of a learner, you know, facing a challenging task and saying things like, you know, if I was to do this or if I was to approach this, this particular challenge, I would start by, or do you know what? I think I've done something similar to this before. Perhaps we did this last week actually in the lesson previously. So can you remember we started in this particular way. So it's about revealing those inner thoughts, those processes, as well as specific approaches or or or strategies.

Emily Smeaton [00:18:29]

I totally agree with that. The think aloud Tom is really is one of my absolute go to. I'm a massive fan of thinking aloud and that modelling. And I think we we we all model definitely that's absolutely our bread and butter of teaching, isn't it? But actually a really good think aloud that really takes advantage of, you know, the the gaps in the children's learning, their understanding, their metacognitive strategies is really can be quite tricky to plan. And I think I know we're working at the moment with an evidence into action partnership that we've got with East Riding with small schools and English hub and looking at that more within writing, within the writing stage. And the it's, it's quite a tricky thing that think aloud, but I love it, especially with my early years kind of doing it with, you know, really emphasising the planning, thinking about the task, think about the strategies. One thing we found really tricky though, is strategies. It's really interesting cognitive strategies, thinking about what cognitive strategies for different subject domains and actually what they are. And it's really come to light teachers reflecting on actually, if I'm going to support my pupils in controlling these strategies and choosing these strategies and knowing which one's going to be the best and evaluating them as teachers, we've got to have a really good understanding in that. Think aloud of what we're going to draw on, what they've known from previous, you know, what everything they know about those strategies. I find that really fascinating.

Bookmark: Scaffolding and Classroom Culture

Tom Colquhoun [00:19:50]

Where, where it works well, Emily, is, is where it's carefully thought out and planned in, in advance. Yeah, OK, Experienced, knowledgeable teachers can, can do this on the

hoof. But it's definitely works best when it's being thought through, considering the common misconceptions and pitfalls. The other bit I was going to add is what I've seen done really well here at the Blue is where teachers intentionally model making mistakes or coming up against, you know, tricky situations and, and getting themselves unstuck and bringing that to life because again, that's that's really common. It's it's nice for children to be able to see how that's done.

Emily Smeaton [00:20:21]

And it normalises that, doesn't it? So if they're struggling with something or or struggling with a particular aspect, it's absolutely normalising, but equally demonstrating what do we do when we get stuck? What do we go to, what supports us. And that's really essential because some of our children particularly are disadvantaged, should really, really benefit from that. Explicit. It comes back to that Corinne again, doesn't it? That explicit, making it really, really clear. And sometimes I think it's easy for us to think we have, we've modelled that. But actually, I think I think aloud really brings it to home and makes you when, when it is planned and carefully sort out, it really does bring it to home the bits that we might be missing.

Corinne Settle [00:20:58]

We've got this theme, aren't we now developing about being explicit and of course it is. It's about taking that journey and taking our learners to that point where they internalise that thinking. And of course, that starts with that modelling, but really what we're aiming for that long journey is to shift to how they think, how they talk internally as they're working through different strategies and approaches, you know, shifting that responsibility from the teacher to the learner over time. So how do you scaffold those next steps? So moving from the modelling to that sort of peer and self talk. So it genuinely supports that metacognition, you know, rather than just task completion at the time. In the lesson

Emily Smeaton [00:21:50]

I Think they need they definitely need like little prompts and things. I find the question prompts, particularly from promoting metacognition talk that we've got as a kind of additional resource having the prompting those questions 1st and we might have done a think aloud and we model it. So all of our children are getting that really high quality modelling of that metacognitive thinking. And then it might be prompting using those questions that then prompts them to respond and for them to think. But within kind of within our context of early years in key stage 1, it's a lot of modelling, a lot of scaffolding and supporting and just slowing it down. Perhaps just really focusing on one element, one particular question, like for example, something like, have you seen this task before? Modelling that and then getting them to do it. And that takes time. It needs to become part of your everyday practise. You, you're part of just what you're doing. So the children start to pick it up. As with anything we model, they kind of start to pick it up. But definitely that's scaffolding almost like kind of I do, we do it together and then following that more independence you do I.

Tom Colquhoun [00:22:54]

Think the Yeah with any scaffolding approach that thinking about fading principle thinking about carefully removing scaffolding over time you know consider the approach that rather than all model once and then over to you folks to have a try. You know, I'm thinking about where it doesn't work so well. You see things, you know, in terms of talk, you see scenarios where a teacher might say to a class, okay, now discuss with a partner. In some cases that will work, okay, won't it? And you know, those with the skills in place, the knowledge required will get away with being OK in that scenario. But actually where a teacher can foresee, that's discussion for some children, maybe all of the children, it might be, it might be challenging. They'll set it up with much more structure like Emily says, with prompt sheets and cards, with sentence starters, with, you know, connectives and so on, all sorts of options there. But again, being conscious, being well prepared, setting up so that children know and understand exactly what the task requires and have some structure in place to to get that quality talk going is is hugely important.

Emily Smeaton [00:23:49]

I was talking the other day to a teacher that was really struggling with this and saying I, I don't, I can't get them to respond and them to think. So we're saying things like like, I wonder if or I've noticed. So you're starting to kind of support them with that STEM sentences again, or a really good way of supporting that. But it can take time for some of our children to become really metacognitive about themselves. And it also is a classroom culture as well, isn't it? Them being really honest about strengths, weaknesses, things that have worked, things that haven't worked. And again, culture, that classroom culture can take time to develop, but it's about consistency. You've got it. It's not just a one hit, one draw, just do it in one subject. You've got to just weave it throughout your practise, your day-to-day bread and butter.

Alex Quigley [00:24:33]

Yeah, thank you. And one thing that Emily, I've noticed from both your responses is this mention of different subjects and those differences. I wanted it maybe a bit broader in terms of just the whole guidance. But you mentioned earlier, Emily, about early writing and I wondered how you feel like metacognition specifically plays out there. Is there anything that you think well, and if I think about developing early writers, metacognition really foregrounds itself in this way.

Emily Smeaton [00:25:01]

Yeah, I think for those, so we we've been really looking at developing oracy in that way and then thinking really carefully about what they're saying and where things are coming from, where their vocabulary is coming from, where their ideas are coming from and making those explicit links with strategies that support them with that. We've been doing a lot on that and saying so where is this word? Where have we got this word? And actually identifying if there's a piece of vocabulary that's quite tricky. What strategy will help us become more familiar with using this word? Should we really practise it or really rehearse it and do stem sentences together for that day? That really high quality speech and and language that's involved in that, that communication and language. And of

course it's it's over crossed with those that executive functioning as well within early years within metacognition as well, which is really interesting. But I think it's all those we're really looking on the early stages of writing and planning and thinking where those ideas are coming from first and that modelling as well. So it's it is really interesting within early years.

Alex Quigley [00:26:06]

Yeah. And and I think writing itself lends itself quite directly to that plan. Monitoring and evaluation doesn't mean you have to with any sort of developed writing, you have to have processes and strategies in place. And and you described a nice one there that monitoring your vocabulary use, that's quite a specific kind of thing to develop, isn't?

Emily Smeaton [00:26:24]

It yeah. And that planning, I think really carefully considering what you're doing takes more time. You know, we obviously have the cognitive strategy of planning within writing, but we have the metacognitive strategy of planning. And I think the planning and then that monitoring with the children, you know, what can we think of really verbalising that, modelling that and then the evaluation at the end. And our younger children absolutely love that. They really enjoy, they thrive on it. And we can also incorporate it into their play, you know, like plan the good old plan do review, which would, but just more structure, more focused on that metacognitive knowledge of task strategies and self and really focusing it in on there.

Alex Quigley [00:27:02]

Yeah, thank you.

Bookmark: Metacognition in Older Students

Alex Quigley [00:27:03]

And and if we Fast forward Tom, a few years later, we get your reflections on kind of older students and and specific subject strategies. Is there any example like you know you read guidance or you think about meta condition and you jump to practises and you know classrooms at your school?

Tom Colquhoun [00:27:19]

Yeah, I I think, I think there are, there are plenty. And of course, you get a a vast array of different subjects and domains in secondary settings. But the one that's this springs to mind for me, because perhaps it's a little bit more left field, is thinking about core PE because I'm a PE specialist at by by training. Well, I've taught maths and science recently, but in core PE, particularly in key stage 4 core PE using a kind of sport education kind of approach, you often try and you know, release responsibility for learning a progress a little bit more to the students, you know, as they get older and progress through the curriculum. And I'm just thinking about, you know, where I've personally tried to try to develop slightly more structured metacognitive talk in core PE lessons, you know, recommendation 4, of course. And I'm thinking about those kind of review moments, sometimes even it within a within a sort of 1/2 Time Team talk kind of analysis moment.

Tom Colquhoun [00:28:08]

Thinking about an approach or a strategy that's been taken. You know, in the first half, reviewing how that's gone, looking for perhaps 3 positive elements of the performance so far and looking for one, one potential improvement or or tweak or change we can make for the second-half overall. And I think that's that's better than saying gather together and have a chat about the first half, isn't it? I've I found it, you know, having done this for years before even getting to the task to be really clear on roles within that within a team. So even if it's a team of four or five or six, you know, being really clear about who's the manager, who's setting it up at the start, who's this sort of half time pundit, you know, doing the team talk, doing the analysis and the review. Who's the on field captain looking to implement the, you know, the approaches and the tactics that are on, you know, live and in the moment where that's where, but even better, I think is where you I've got laminated cards, for example, with those prompts and those sentence stems and starter questions to develop that talk again, rather than just leaving it to chance and hoping that someone will say something, Setting it up with explicit instructions, guidance and role has really helped.

Emily Smeaton [00:29:09]

Interesting. Tom, you say about kind of having little prompt things. We've done that before where we've put the prompt questions on lanyards and had them there or even, you know, put them around your whiteboard so you're constantly reminded as well. Isn't it about those just structuring it a little bit more?

Alex Quigley [00:29:24]

Yeah, thank you. And, and those words structure explicit high quality talk. They, they seem to be the real themes like running through things. And I think that's one of the, the challenges of medical condition. You know, all the recommendations is it can, if we're not careful, be a bit of everything, a bit of everything in the classroom. But actually there's a real focus that you've both displayed. Now my question is, if a teacher wanted to act on the, the new guidance, the updated medical condition guidance next week, what's 1 concrete change you'd be talking to and that they potentially might consider first? Emily, do you want to go first on that one?

Emily Smeaton [00:29:58]

OK. I would really get them to look at their metacognitive regulation. I would be really getting them to kind of monitor and reflect and implement planning, monitoring and evaluation within their sessions or within the weekly sessions. And I think that's a really great go to. You can you've got some prompt questions there get you thinking. I think there it's really quite easy to pick up, can be applied in a range of settings, and it's a really nice way to begin with metacognition and then you can start on picking those more subject domains and the differences with ages, specifying more for the needs of different learners.

Tom Colquhoun [00:30:32]

I personally would go to recommendation 2 and take the really practical model, the seven step model and recommend that teachers use that to consider how they plan

the, the activities, the learning episodes within a lesson. That model isn't intended to be just, you know, all done and dusted it within a one hour lesson. It can obviously be used over a series of lessons, but to think really carefully about activating prior knowledge, moving, you know, first, and then moving through those steps can be a really useful planning tool. I'd urge people to get their eyes on that and to make use of it.

Alex Quigley [00:31:02]

Brilliant. Thank you thank you for the concise responses, but a bit more broadly in across the podcast interview, just your brilliant experience distilled in in those answers. So yeah, big thank you Emily. Big thank you, Tom. Really appreciate your time

Tom Colquhoun [00:31:16]

you're. Welcome.

Bookmark: Reflections and Podcast Outro

Alex Quigley [00:31:18]

That was really great, Corinne, to hear from Beverly about the guidance update and also then to hear from Emily and to hear from Tom about those practical applications, children young and old. And it struck me there were lots of parallels, but some differences, age differences, subject differences, etcetera. What was the one thing that really struck you reflecting on those interviews?

Corinne Settle [00:31:44]

I think the one thing is, is that common theme that very much came through of specific things doing one thing and doing it really, really well because metacognition has got such a broad set of concepts across it. So I really like the idea of sort of shrinking the focus, you know, do really clear modelling, you know, really careful scaffolding, you know, thinking about it really carefully from subject to subject and taking it from there.

Alex Quigley [00:32:11]

Yeah, really it stands out for me. I think, you know, with lots of recommendations in an area that's already quite fast, you know, metacognition, self regulation, you're kind of you're, you're potentially in picking a lot of teaching and learning. I, I really agree with that about shrinking the problem, you know, focusing in on something and you know, kind of fits with all that implementation kind of knowledge that we, you know, we're really conscious of, of doing fewer things really well. I think to execute that, doing few things well and doing metacognition well. I think for me, what kind of stands out is it maybe it's implicit through everything that was said, but getting that shared understanding, you know, do we think it's the same thing? You know, even if it's planning writing or the seven step model or meta cognitive talk, what does that mean? Do teachers have a shared understanding? Because I think this is 1 area where if we're not careful, it runs away and it's not quite the thing we started. The evidence is really strong that, you know, when you get that clarity and then you get that focus that you described a metacognition can be really impactful.

Alex Quigley [00:33:15]

But that requires I think a bit of front up effort, getting on the same page, getting those priorities right and and shrinking those those that focus and and really answering teachers problems as well. But we've had lots of ways that that can happen. Really great to talk this all through and, and kind of hear about your role in the process and from Beverly and, and practitioners who are both using it in schools, but using it in partnerships with lots of other schools. And, and we know that metacognition is really popular and people are always searching out more on that. So that's a nice finishing point. Obviously, for colleagues who've listened, make sure you've subscribed to the evidence interaction podcast and, and share it with all your friends, of course. But if you're wanting to know more about metacognition, we'll be following up with future resources. We've got exciting plans around teaching and learning. So keep tuned into the podcast, sign up for the newsletter, and we hope to hear from you in the future.

Alex Quigley [00:34:14]

Thank you very much.