



### A BUILDING KNOWLEDGE



This worksheet relates to the 'Building Knowledge' group of mechanisms, as featured in the EEF guidance report 'Effective Professional Development'.



[eef.li/EPD](http://eef.li/EPD)



The EEF's animation 'Metacognition: a brief explainer' can be found here:



[youtu.be/sAike\\_RQY\\_Dg](https://youtu.be/sAike_RQY_Dg)

### Questions for discussion

Leaders using the EEF's animation '[Metacognition: a brief explainer](#)' when delivering professional development training on Metacognition might find these key questions a good starting point for discussions:

1. **What is Metacognitive knowledge?**
  - a. Knowing how to approach a learning task
  - b. Planning an approach to learning
  - c. Knowledge of the task, strategy and self
2. **What is Metacognitive regulation?**
  - a. Applying your prior knowledge and making a plan
  - b. Thinking deeply about the learning
  - c. Pupils ability to plan, monitor and evaluate their learning based on their existing knowledge
3. **Can you describe an example of when you have supported pupils to plan, monitor and evaluate their learning—what was the impact?**
4. **Moving forward, what adaptations could you make to your deliberate teacher habits to support pupils like, Adam to be more confident when faced with an independent learning task?**

### Worked examples

These examples and non-examples of independent learning behaviours could form the basis of a range of activities aimed at deepening staff understanding for example:

1. **Ask staff to sort into examples and non-examples to consolidate understanding.**
2. **Ask staff to create examples and non-examples to explore what independent learning behaviours look like across different subjects and phase.**

Example	Non-Example
Adam's teacher has asked him to solve a maths problem. He recognises the type of problem and remembers that he has used visual representations successfully in the past to help him. Then he flicks through his Maths book to find a completed example to help jog his memory, before beginning the task.	Adam's teacher has asked him to solve a maths problem, but he is unsure of what to do. He grabs some manipulatives and begins to move them around, to appear busy. When this doesn't help, he asks for a pass to use the toilet.
Natasha is revising for her A-levels. She found revising for her GCSE's overwhelming and stressful. In response she decides to speak with a trusted adult and together they come up with a manageable revision timetable for the coming term.	Natasha is revising for her A-Levels. She feels overwhelmed with the amount of content she needs to revise. She puts it off until a week before her first exam, cramming her work. As a result, she enters her first exam feeling exhausted and under-prepared.