



Metacognitive knowledge



Metacognitive regulation



Metacognitive knowledge

This refers to knowledge of the task, strategies, and ourselves.

We approach any learning task with some knowledge of:

- **Task:** The type of activity pupils are doing, for example, activating prior knowledge or worked examples.
- **Strategies:** Are the approaches that might help pupils complete the task, for example, metacognitive prompts or summarisation.
- **Self:** Pupils understanding of their own abilities and emotions. Teachers may model motivation or self-explanation.

Metacognitive regulation

This refers to how we apply metacognitive knowledge to a learning task.

It can be broken down into three stages:

- **Planning:** How we decide to tackle a task, using strategies such as goal setting, or self-questioning strategies.
- **Monitoring:** How we monitor progress and adapt when needed, using strategies such as thinking aloud, or metacognitive talk.
- **Evaluation:** How we reflect on the learning process, using strategies such as structured reflection or think-aloud protocols.

Recommendation 1 of the EEF's guidance report on **Metacognition and Self-Regulated Learning** points to the importance of a shared professional understanding. This metacognitive process resource can serve as a foundation for schools aiming to develop shared knowledge of metacognition and practical strategies for teachers.



Further examples and descriptions of metacognitive strategies can be found here
[Metacognitive Strategies | Education Endowment Foundation](#)



See the full Metacognition and Self-Regulated Learning guidance
[Metacognition and Self-Regulated Learning | EEF](#)