Self-regulation and metacognition for
Early Years transitions

with Greater Manchester Combined Authority

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Today...

❏ Chance to understand the evidence base around metacognition and self-regulation, especially in the context now

❏ Start to consider "good" exemplification using a mental model of metacognition

❏ Plan next steps for your setting

The Education Endowment Foundation (EEF) is dedicated to breaking the link between family income and educational achievement.

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Synthesis

Generation

Mobilisation

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Why use evidence?

Go beyond polarised debates…

Covid: Head warns of effect on early years pupils 'lasting years'

Lockdowns hurt child speech and language skills - report

By Branwen Jeffreys
Education Editor

How self-regulation boosts pupil achievement

'Let your kids get bored': emergency advice from teachers on schooling at home

Emotionally Connected Learning Is Possible Online. Start With Relationships.

'No full time screen-based learning for primary pupils'

DfE clarifies that remote learning for younger children need not be wholly online during lockdown, after concerns raised

Have lockdowns affected my child's physical and mental health?

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Using evidence

Evidence	+	Professional Expertise	=	Evidence Informed Practice

Evidence provides 'best bets' to help teachers and leaders to make more informed decisions about what to do (and what to stop doing).

Research evidence *supplements* expertise, it does not supplant it.

Learning Behaviours

Successful learning behaviours rely on layering these areas to wrap around every child in our schools.

Each is part of a puzzle which makes best sense when all parts click together, building long-term protective factors for deeper learning.

Improving Behaviour in Schools
Primary & Secondary

Six recommendations for improving behaviour in schools

Improving Social and Emotional Learning in Primary Schools
Primary

Six recommendations for improving social and emotional learning in primary schools

Metacognition and Self-regulated Learning
Primary & Secondary

Seven recommendations for teaching self-regulated learning & metacognition

Special Educational Needs in Mainstream Schools
Primary & Secondary

Five recommendations on special education needs in mainstream schools

Working with Parents to Support Children's Learning
Primary & Secondary

Four recommendations on working with parents to support their child's learning

Successful school transitions

Curriculum Continuity

Some children are vulnerable to poor academic progression and disengagement during transition. Children who have the necessary academic preparedness and who are able to work independently are often able to cope with problems and difficulties and are more likely to be successful. Conversations between teachers on curriculum matters are helpful. Bridging projects and booklets, offering information, encouragement, support and assistance with lessons and homework can be useful. Good communication across schools can help foster curriculum continuity.

- *How do teachers across the transition communicate? Are shared curriculum conversations and/or cross phase moderation exercises carried out?*

- *How is diagnostic assessment used in the new setting to identify knowledge of foundational curriculum concepts and skills?*

The EEF guide to *Metacognition and self-regulated learning* eef.li/metacognition/

School routines and expectations

Successful transitions, as identified from case studies in the research, are those with close cross-phase links. A variety of opportunities for induction, taster days and visits between schools appear to improve institutional adjustment. For example, help with getting to know the physical school building, routines; including relaxing rules in the early weeks to allow time for explanation, practise and reinforcement.

- *What experiences of new class/es do pupils and parents/carers have, including physical space, teachers and routines?*

- *Is there a bespoke offer for high need individuals? How is starting a new class or setting scaffolded with ideas such as checklists, videos, timetables and additional visits?*

- *How are positive relationships between all stakeholders in the transition process developed; including schools, pupils and parents/carers? What information is shared?*

The EEF guide to *Improving behaviour in schools* eef.li/behaviour/

Healthy peer networks

Pupils and parents are often concerned with changes in relationships during transitions, including issues around bullying. Some studies report a positive effect on social adjustment through opportunities for establishing new friendships.

Positive transition among pupils include: looking forward to going to their new school; the friendliness of the older children and those in their class; having moved to the same school with existing friends; having older siblings who could offer them advice and support.

- *How are older pupils in the school involved?*

- *How is peer collaboration built into the transition process?*

- *How do teachers, pupils and families name and model emotions around transition so strategies can be shared?*

The EEF guide to *Improving social and emotional learning in primary schools* eef.li/primary-sel/

Given covid-19 restrictions, what independent learning behaviours are you anticipating for your incoming cohort?
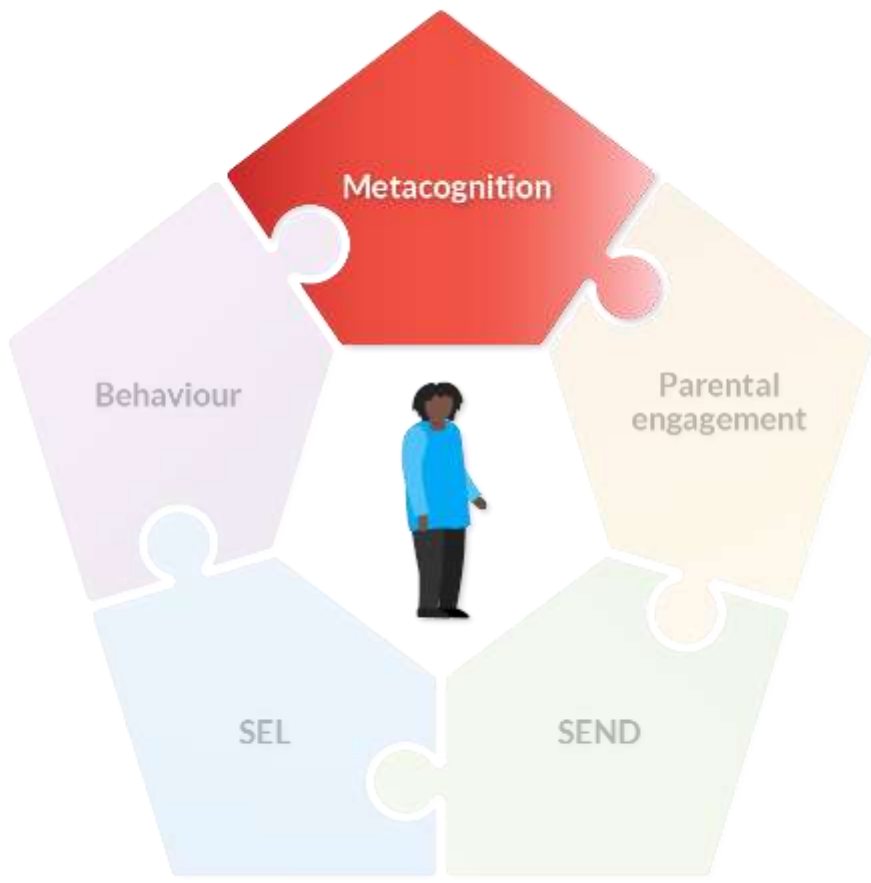
For <u>your</u> setting…

Positives

Minus

Interesting

Nathaniel, three, has benefited from his older siblings being at home

FAMILY PHOTO

Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.

£ £ £ £ £   🔒 🔒 🔒 🔒 🔒   +7

Piglet- Pooh?
Pooh- Yes, Piglet?
Piglet- Ive been thinking...
Pooh- Thats a very good habit
to get into Piglet...

- Winnie the Pooh

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Self-regulated learning:
1. Cognition
2. Metacognition
3. Motivation

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1
Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge

- Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.

- Developing pupils' metacognitive knowledge of how they learn—their knowledge of **themselves as a learner**, of strategies, and of **tasks**—is an effective way of improving pupil outcomes.

- Teachers should support pupils to **plan, monitor,** and **evaluate** their learning.

2
Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning

- Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning.

- While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way.

- A series of steps—beginning with **activating prior knowledge** and leading to **independent practice** before ending in **structured reflection**—can be applied to different subjects, ages and contents.

3
Model your own thinking to help pupils develop their metacognitive and cognitive skills

- Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.

- Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task.

- Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.

4
Set an appropriate level of challenge to develop pupils' self-regulation and metacognition

- Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners.

- However, challenge needs to be at an appropriate level.

- Pupils must have the motivation to accept the challenge.

- Tasks should not overload pupils' cognitive processes, particularly when they are expected to apply new strategies.

5
Promote and develop metacognitive talk in the classroom

- As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills.

- Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.

- However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge.

6
Explicitly teach pupils how to organise and effectively manage their learning independently
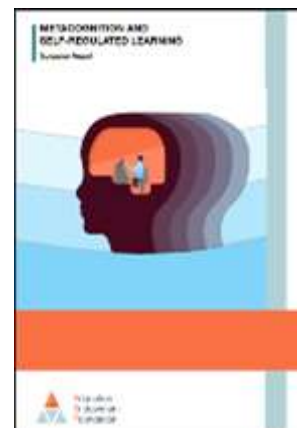
- Teachers should explicitly support pupils to develop independent learning skills.

- Carefully designed **guided practice**, with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in **independent practice**.

- Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning.

- Teachers should also support pupils' motivation to undertake the learning tasks.

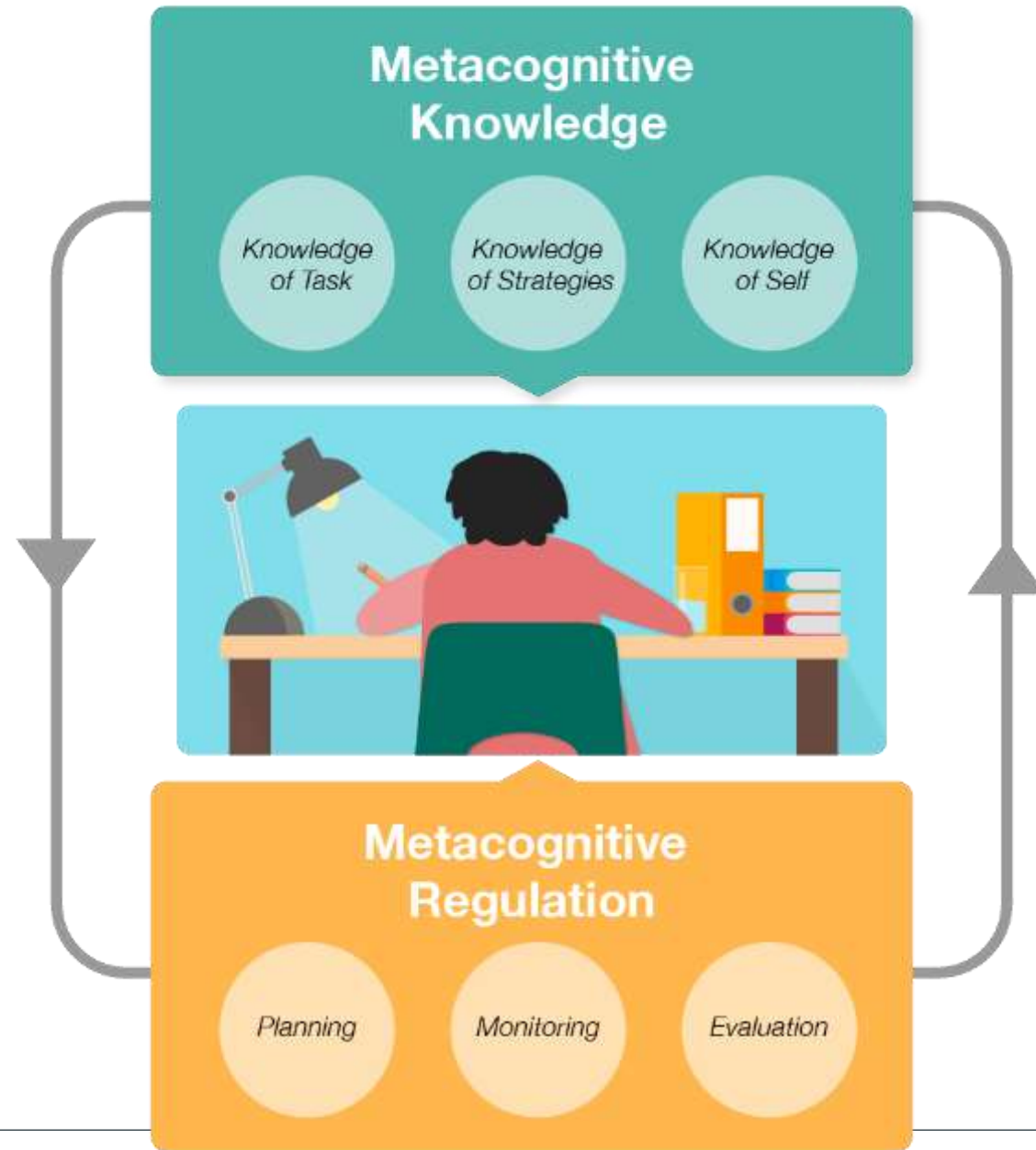## 7
Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately
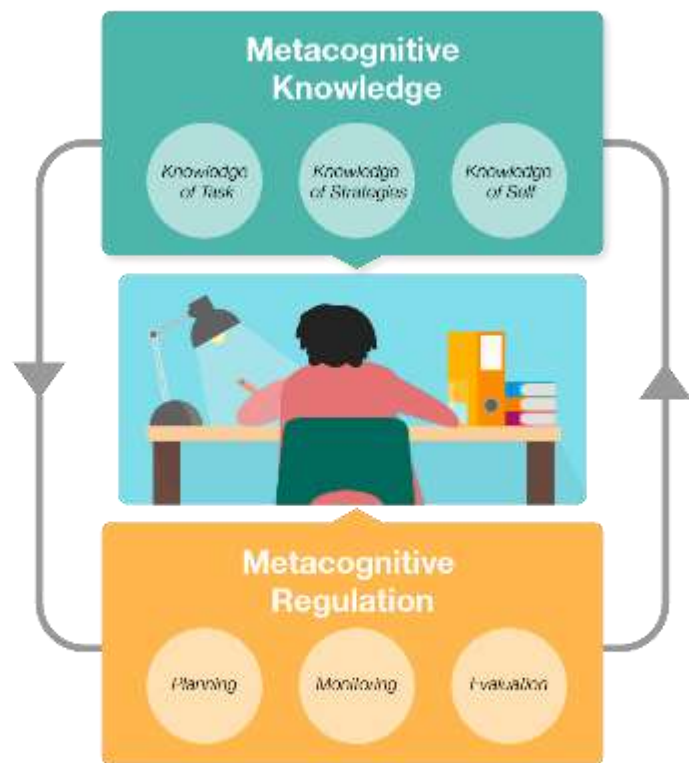
- Develop teachers' knowledge and understanding through high quality professional development and resources.

- Senior leaders should provide teachers with time and support to make sure approaches are implemented consistently.

- Teachers can use tools such as 'traces' and observation to assess pupils' use of self-regulated learning skills.

- Metacognition shouldn't be an 'extra' task for teachers to do but should be built into their teaching activities.

METACOGNITION AND SELF-REGULATED LEARNING

Developing a shared mental model for metacognition

Metacognitive Knowledge

Knowledge of Task Knowledge of Strategies Knowledge of Self

Metacognitive Regulation

Planning Monitoring Evaluation

The metacognitive process

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The metacognitive process

Implementation starts with selecting priorities: doing fewer things well.

"It doesn't matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools."

Childhaven Nursery School have a glass door that children use to go out to play as part of free flow. They have to self-regulate their own choice of wellies/coat, rather than it being done by caregivers. Self-directed learning is clearly scaffolded and structured.

How explicit are these self-regulation strategies at your setting?

How can strategies for behaviour, routines and emotions be shared with parents and carers?

The metacognitive process

Want to find out more?
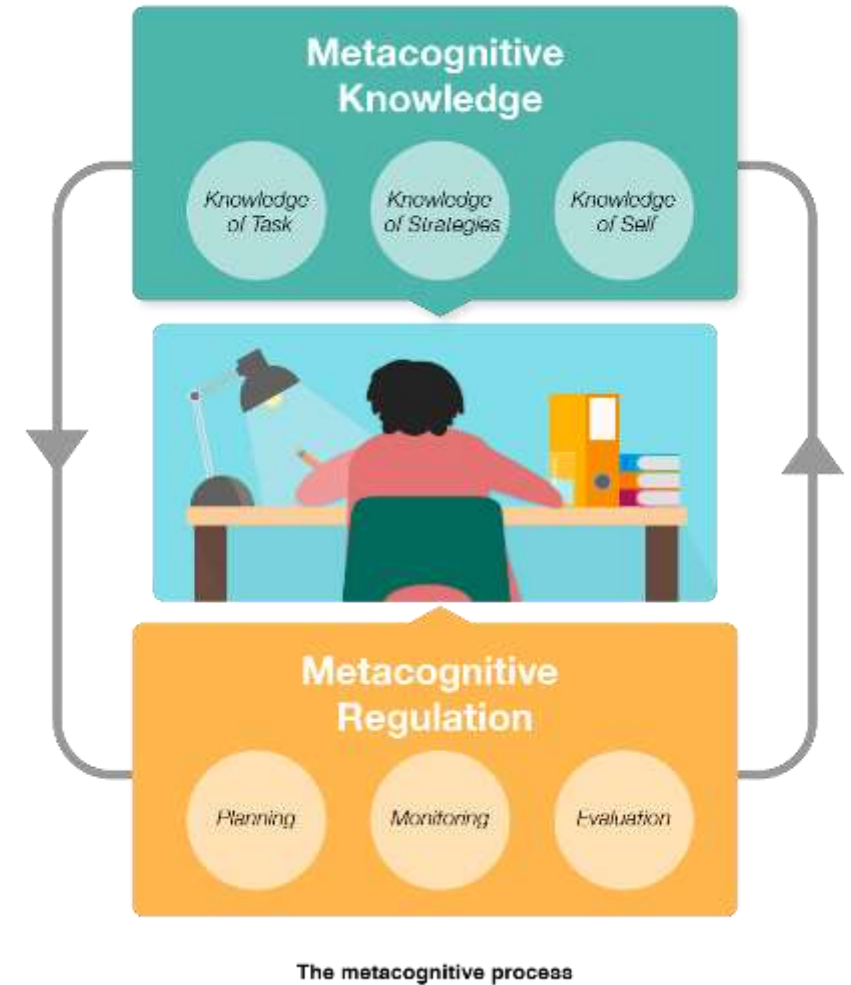
Check out the **EEF blog page** – lots of accessible reading and exemplification from classrooms and settings across the country.

EEF school improvement planning 2021/22 support webpage

The importance of speech, language and communication has been a key focus for EEF resources to support home learning.

Sustained shared thinking involves two or more people working together to solve a problem, clarify an issue, evaluate activities, or extend a narrative.[12] Key features include all parties contributing to the interaction—one aimed at extending and developing children's thinking.[12,14] Techniques that adults might use include:[15]

- **tuning in**—listening carefully to what is being said and observing what the child is doing;

- **showing genuine interest**—giving whole attention, eye contact, and smiling and nodding;

- **asking children to elaborate**—'I really want to know more about this';

- **recapping**—'So you think that...';

- **giving their own experience**—'I like to listen to music when cooking at home';

- **clarifying ideas**—'So you think we should wear coats in case it rains?';

- **using encouragement to extend thinking**—'You have thought really hard about your tower, but what can you do next?';

- **suggesting**—'You might want to try doing it like this';

- **reminding**—'Don't forget that you said we should wear coats in case it rains'; and

- **asking open questions**—'How did you?', 'Why does this...?', 'What happens next?'

Helping Home Learning
Read with TRUST

Reading opportunities are everywhere. Follow the TRUST ideas to talk about anything your child enjoys reading.

T — Take turns to make plans and predictions before reading

R — Recap to check ideas and understanding as your child is reading

U — Use encouragement and praise to keep children engaged in reading

S — Share prior knowledge & past experiences that link to what is being read

T — Tune-in and listen to your child—be curious about their interests

The TRUST framework was adapted from 'High Quality Interactions' in the EEF's guidance report Preparing for Literacy [p.3]
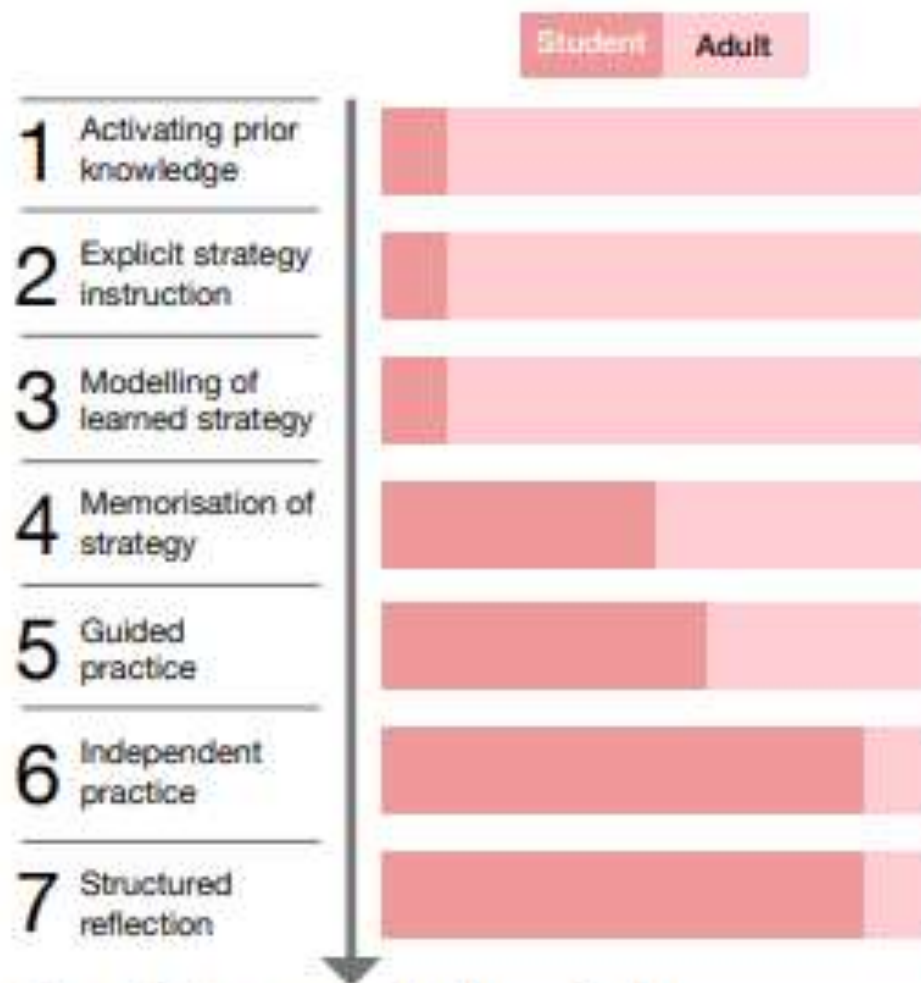
Figure 3: A process for transferring responsibility from adult to child

Student | Adult

1 Activating prior knowledge
2 Explicit strategy instruction
3 Modelling of learned strategy
4 Memorisation of strategy
5 Guided practice
6 Independent practice
7 Structured reflection

INDEPENDENT BEHAVIOURS
Teacher assessment

RAG rating of current practice

	Learners don't currently do this...	Learners do some of this...	Learners are competent in this...
Emotional			
Can speak about own and others behaviour & consequences			
Tackle new tasks confidently			
Can control attention and resist distraction			
Monitors progress & seeks help appropriately			
Pro Social			
Negotiates when & how to carry out tasks			
Can resolve social problems with peers			
Is aware of feelings & others & helps & comforts			
Engages in independent cooperative activities with peers			
Shares & takes turns independently			
Cognitive			
Is aware of own strengths & weaknesses			
Can speak about how they have done something or what they have learned			
Can speak about planned activities			
Can make reasoned choices & decisions			
Asks questions & suggests answers			
Motivation			
Initiates activities			
Finds own resources without adult help			
Develops own ways of carrying out tasks			
Plans own tasks, targets & goals			
Enjoys solving problems			

From 'Developing Independent Learning in Children Aged 3 – 5', Holly Anderson, Penny Coltman, Charlotte Page & David Whitebread – University of Cambridge.

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Metacognition and Self Regulated Learning

Reflection and next steps

3 What are your **3 key takeaways** from our discussions today?

2 What **2 actions** will you take to link with staff in school and/or parents/carers?

1 Which **1 person** will you speak to about this?

Thank you

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