

Metacognition - Thinking Tools

Metacognition

Purpose	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning	Pictorial Planning (Independence) 	Spider Diagram (Creativity) 	Part Whole Map (Independence) 	Smart Targets (Independence) 	See-saw map (Independence) 	S Plan (Collaboration) 	PEE Map (Creativity)
Organising	Plan Do Review (Creativity) 	Bubble Map (Independence) 	Double Bubble (Creativity) 	Diamond 9 (Independence) 	Mind Map (Creativity) 	Sequence Map (Creativity) 	Empathy Map (Collaboration)
Questioning	Emotion Wheel (Collaboration) 	Good/Bad Plan (Independence) 	PMI (Creativity) 	Venn Diagram (Creativity) 	Socratic questions 3 that probe view points (Collaboration) 	Socratic Questions 5 about viewpoints and perspectives (Collaboration) 	Socratic Questions 6 (Collaboration)
Evaluating	Plan Do Review (Creativity) 	Critique Stems (Collaboration) 	Feedback Map (Collaboration) 	Socratic Questions 2 that probe reasons (Collaboration) 	SWAT (Creativity) 	Learning Style Planner (Independence) 	Decision Chart (Independence)

If Metacognition is "Thinking about Thinking," then reflection is the vehicle that allows you do this. Reflective questions are developed through each and every learning experience.



How successful am I being - This links to learning outcomes and helps learners understand how they are improving and the progress they are making. In ACE this links to our outcome of **SUCCESSFUL LEARNERS**

How is my learning journey? This describes the process of learning and helps the learner understand and analyse the concept of learning and any associated barriers to progress. This links to our outcome of **CONFIDENT INDIVIDUALS**

What am I finding interesting about myself and subject knowledge? This is about reflecting on how we learn and what could happen next. It enables learners to consider future options and other areas of extended study. This links to the ACE outcome of **CURIOS EXPLORERS**

How do I feel about my learning? This is about the emotion of learning. It enables children to think about their feelings. It helps them to think about what is it that makes them happy or proud, or where are they disappointed. This links to the outcome of **HEALTHY THINKERS**

How well have we worked collaboratively? Reflection can be done alone or with others. It can also be used to judge impact of collaborative learning. It enables individuals to consider their impact on a team as well as the teams impact. This links with the ACE outcome of **CARING CITIZENS**

What are the reasons for learning? Understanding what and why we learn helps pupils take more ownership of their learning. It gives a sense of purpose to the learning and at the same time enables pupils to have a better understanding of how they might use what support is available. This helps the process of recall and links to our outcome of **KNOWLEDGEABLE PARTICIPANTS**.

Assessing Metacognition

	Autumn 1 Citizenship - Creativity	Autumn 2 Explorers – Independence	Spring 1 Leadership - Collaboration	Spring 2 Expression – Independence	Summer 1 Flourishing – Creativity	Summer 2 Citizenship - Collaboration
Reception	I can come up with an idea.	I can ask for help when needed.	I can face the speaker and maintain eye contact.	I can try something on my own.	I can share my idea.	I can ask someone a question.
Year 1	I can choose a good idea.	I can ensure I am ready to learn.	I can listen to someone else's idea.	I can choose appropriate resources.	I can explain my idea.	I can talk about other people's work.
Year 2	I can plan my work.	I can find an answer.	I can work in a group and make valuable contributions.	I can decide what order to do things in.	I can change my plan.	I can respectfully disagree.
Year 3	I can come up with more than one idea.	I can try and find a solution before asking for help.	I can explain my ideas to a group.	I can say what I need to learn and how I might learn it.	I can justify my idea.	I can disagree and explain why, offering solutions.
Year 4	I can change my approach if it's not working.	I can set my own challenges.	I can ask questions to clarify meaning.	I can use resources to deepen my thinking.	I can say how I have improved my thinking.	I can take on a different role in a group.
Year 5	I can compare and contrast a range of ideas.	I can use a range of resources including others to help me.	I can justify the choices I have made and the impact of these.	I can use a visual guide to support and sequence my work.	I can develop my idea after reflecting on feedback.	I can give constructive advice and feedback.
Year 6	I can provide a range of evidence to support my answers.	I can plan and organise my learning for optimum focus.	I can disagree and demonstrate a capacity for conflict resolution.	I can set my own targets for improvement.	I can ask probing questions that challenge other people's thinking.	I can help others to deepen their thinking.

If there are children in your class who have an individualised learning plan and/or require adapted learning, please use previous year group statements as appropriate to support their learning.