**Introduction**

The SSIF Metacognition Project aimed to improve pupil outcomes for all pupils, specifically in maths. The intention was to deliver quality CPD, tailored to meet the needs of each school, that would lead to sustainable change. A first principle was that this model of strategic school improvement would be ‘done with’ rather than ‘done to’ schools. Initially, an Alliance school with expertise in relation to an existing initiative (LORIC, Primary Edge, PiXL) provided support for the Lead Practitioners and other project schools.

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| **Impact on teaching and learning** |
| **Pupils are:*** Effectively using sentence stems and metacognitive language when discussing their learning in greater depth
* Better able to plan, monitor and evaluate their learning
* Better retaining knowledge
* Demonstrating resilience, initiative and perseverance when solving problems across the curriculum and in a social context

**Pupils have:*** Increased awareness of: self, task and strategies for effective learning
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| **Evidence to be found in:** GL PASS reports (summaries and individual school reports)/metacognitive traces report/learner questionnaire responses/Observations of metacognitive traces/summative maths data/project video |
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| **Lead Teachers are:*** Modelling a metacognitive approach in maths for other teaching staff
* Applying principles of a metacognitive approach across the curriculum
* Able to lead development of a metacognitive approach across their school (using sustainability package developed in collaboration with LPs)

**Teachers are:*** Using a 7-step model to support a metacognitive approach for planning
* Adapting questioning to encourage effective metacognitive talk
* Allowing pupils to lead learning (particularly in the ‘**Activating Prior Knowledge**’ step)
* Using a range of **modelling** strategies to support pupils’ learning
* Emphasising the importance of process of learning
* Consciously helping pupils to develop character attributes that support a metacognitive approach, e.g. resilience, organisation and initiative
* Ensuring learning conversations are extended
* Encouraging learners to address misconceptions of themselves and peers
* More creative
* Using a selection of resources to support a metacognitive approach to ***planning, monitoring and evaluating***

**Support staff are:*** Engaging effectively with learners about their approach to learning, through the use of metacognitive talk strategies
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| **Evidence to be found in:** Cluster observation summaries/testimonials from LTs/ Lead Teacher survey analysis/Leeds Beckett Evaluation Report/Chris Keeler Quality Assurance Reports/SSIF Project case study/project video |

**Conclusion**

**Points of success**

Having Lead Practitioners (LPs) as the single point of contact allowed for clear lines of communication and for strong relationships between stakeholders to be formed. It also meant that LPs were able to develop *contextualised* *specialised coaching (Leeds Beckett)*.

The opportunity for the LPs to engage in co-constructive, co-coaching (Lofthouse, et al., 2010) of each other as peers with equivalent roles through the project led to highly effective coaching for Lead Teachers (LTs). This ensured best practice seen in one setting was disseminated across all project schools.

Engaging with Lead Teachers as professionals with knowledge, expertise and insight to contribute allowed them develop as ‘Leaders of Learning’ in their own right. Effective use of well-funded, protected non-contact time facilitated professional reflection and collective efficacy. All LTs are confident to lead the development of a metacognitive approach in their setting.

A number of LTs will act as Specialist Leaders of Education (SLE’s) to continue to develop a metacognitive approach to teaching and learning across the alliance.

**Recommendations moving forward**

**Project Schools:**

* Continue to support LTs in developing a productive network to continue professional dialogue beyond the project
* Make use of sustainability package
* Adapting school policies (teaching and learning/ monitoring and assessment of pupil’s learning behaviours as well as academic outcomes)

**Swaledale Teaching School Alliance:**

* Ensure that a productive network for Lead Teachers to continue professional dialogue is in place
* Guarantee that any newly appointed SLEs for Metacognition have timely, appropriate and sufficient training before any deployment is agreed
* Make available Metacognitive Minds package for schools