Cognitive Science

Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.

This course reviews the best available research to offer teachers and senior leaders practical advice on how to develop their pupils' metacognitive skills and knowledge. The course has recommendations in seven areas and 'myth busts' common misconceptions teachers have about metacognition.

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

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

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

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

Costs	Dates
FREE	2ND November 2021
	16:00 – 17:00

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