


Case Study

Farnley Academy

Phase 1

What the students could do <ol style="list-style-type: none"> 1. Identify the outcome they think they achieved. 2. Say how they could improve. 3. Make work better based on specific advice. 	How we did it <ol style="list-style-type: none"> 1. QA – marking policy 2. CPD - whole school - departmental 3. Green pen 4. Modelling 	
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School wide strategy. The metacognition project linked to whole school developments, e.g. marking for impact.

Pip Lark, Assistant Principle and Director of English at Farnley Academy, developed metacognition with Year 10 top set English Literature students (target grades A*-C) as part of her MA research project.

88.5% achieved an A*- C grade compared to 76.3% national average (2014).

34% more students achieved 3+ levels of progress than the parallel top set.

Disadvantaged students outperformed non-disadvantaged students in terms of 3+ levels of progress by 3%.

Students were more able to accurately predict performance.

92% said they believed it had helped them to get better at English, 88% said it has a positive influence in helping their learning in general and 65% they thought it would still be useful once they had left school.

The action research, completed with Year 10 students, led to whole school adoption of some of the elements and tools. Pip was able to use her action research to provide evidence of the impact, give real life examples of how metacognition activities had been received by students, give practical advice for teachers and provide copies of resources



Awareness

1. Knowledge about oneself as a learner.
2. Knowledge about ways to learn/think.

Regulation

1. Monitor
2. Evaluation
3. Planning

How was metacognition used?

Metacognitive intervention (see diagram) meant metacognitive activities took place twice a week in English Year 10 lessons from November to May, with an additional 8 hours spent teaching cognitive strategies (tools to aid thinking - wrapped around relevant topic material) from January to March. It is important to note the explicit teaching element, which Pip felt was key to success. With a combination of direct instruction, modelling, allocated lesson time, and frequent practice, pupils used a range of metacognitive tools.

The intervention developed both pupils 'awareness' (knowledge about oneself as a learner, knowledge about ways to think) and 'regulation' (focusing on monitoring own learning, evaluating learning and planning next steps).

Pupils were moving from 'what' to 'how'.




When sharing her approach with the wider staff, teachers were asked to evaluate a range of existing marking samples and were prompted to consider:

1. Do these examples of marking result in students fully reflecting on their progress?
2. Is there evidence of students actively monitoring their own thought processes?
3. Is there an awareness of HOW the students got to that stage in their learning and awareness of HOW to improve?

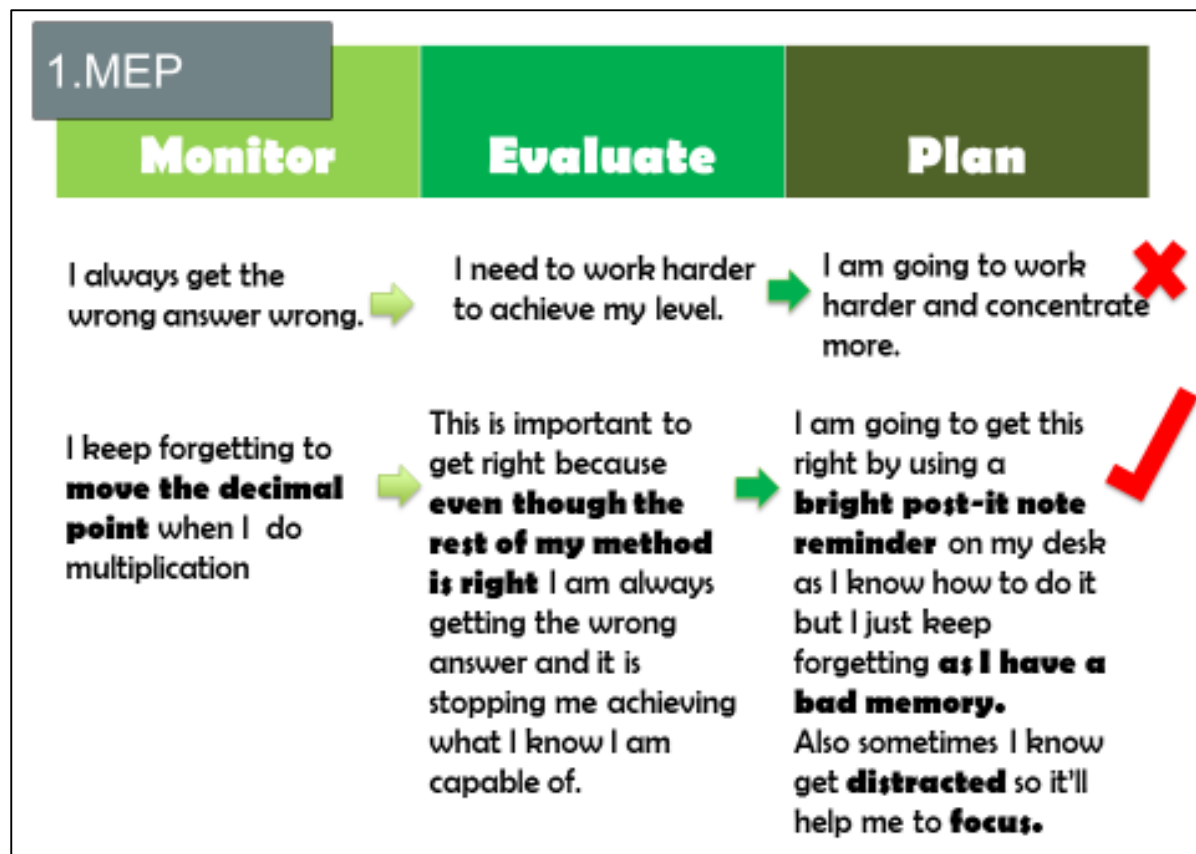
Teachers were encouraged to consider how they could use metacognitive tools to develop pupil's ability to reflect, assess, plan and improve.

How to develop students' metacognitive abilities

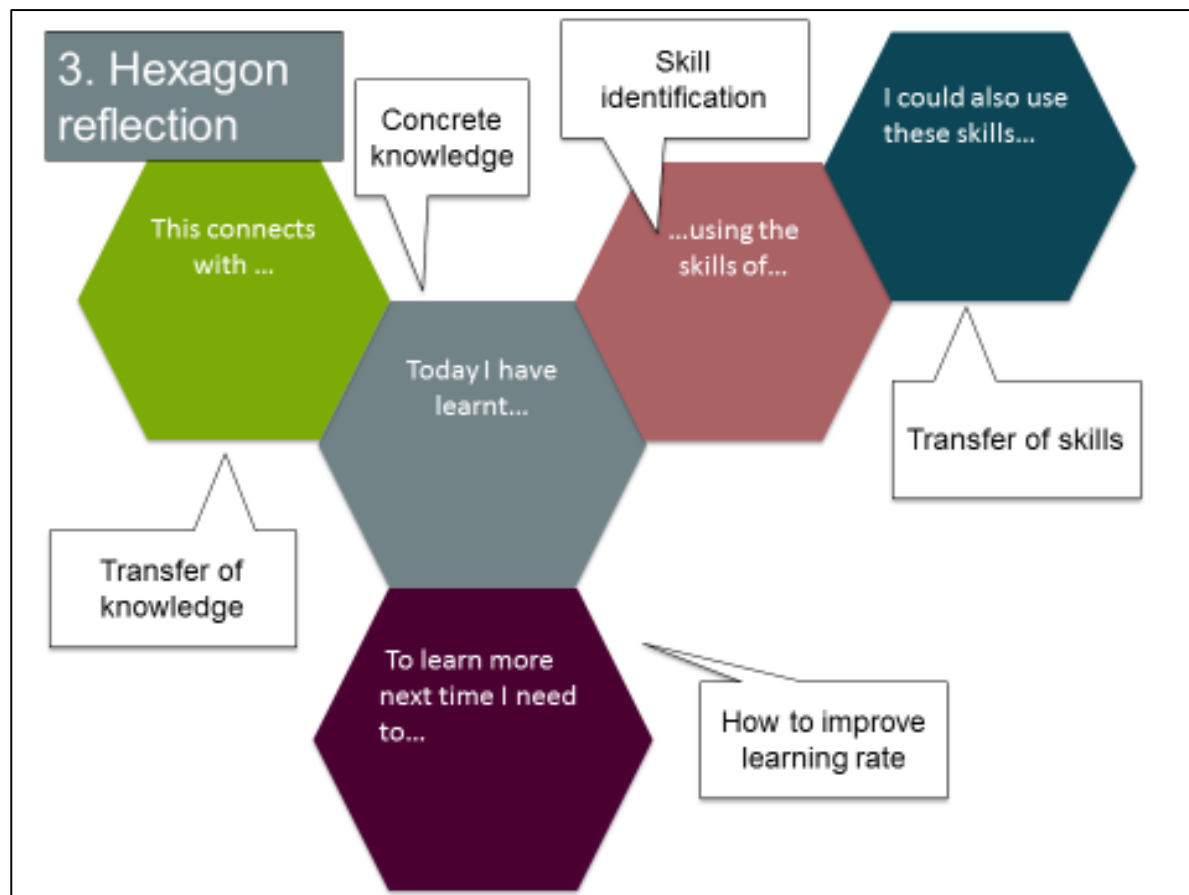
<ol style="list-style-type: none"> 1. MEP 2. DEAP 3. Hexagon reflection 4. Cog-checker 5. ART 6. Abstract thinking 	
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- Modelled
- Valued
- Frequent

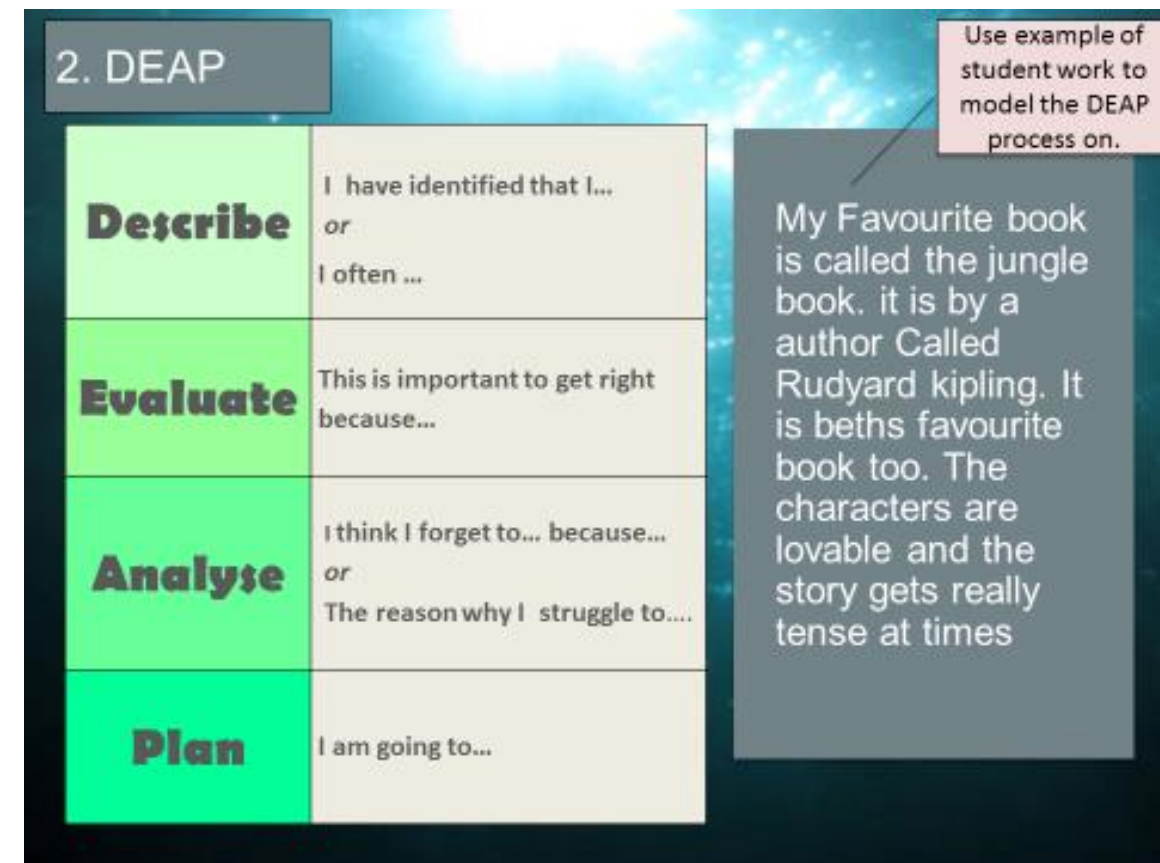
Overleaf, you will see examples of tools that were used as part of the action research.



Pupil's ability to set targets and 'plan how to improve' was weak and not leading to significant improvements in progress. Therefore, as part of the metacognition intervention, pupils were taught the difference between strong and effective planning for improvements and weak planning. The MEP was a tool used to help guide pupils and increase the effectiveness of 'planning for improvement'.



The hexagon tool was used in plenaries to help pupils reflect on their learning and the processes they had used during the lesson. It helped them to make the distinction between skills and knowledge, and consider transfer of skills between lessons and strategies that could be used to improve in the future.



DEAP was a tool used to help pupils go beyond the surface in evaluating their work. It helped pupils to structure their reflection. It provided a more rigorous approach to reflection, which was modelled by the teacher and practiced frequently by the students.



Games, like the one illustrated above, were part of the tools used to help pupils reflect on the learning, particularly the elements that pupils would find tricky to reflect on, such as 'Is generating ideas harder than knowing how to punctuate accurately?' The game required pupils to justify their answers.

4. Cog-checker



As part of the intervention, pupils were taught how to consider the quality of their answers. For example, using the cog-checker (illustrated above) pupils could consider 'how confident' they were in the answer (for example what evidence, references or experiences backed up their answer) or 'Why do you think this?' which encouraged pupils to link answers to their existing knowledge and understanding of a topic. The 'cog checker' provided a useful, practical tool that pupils could use to produce better quality answers and think more deeply about their learning.

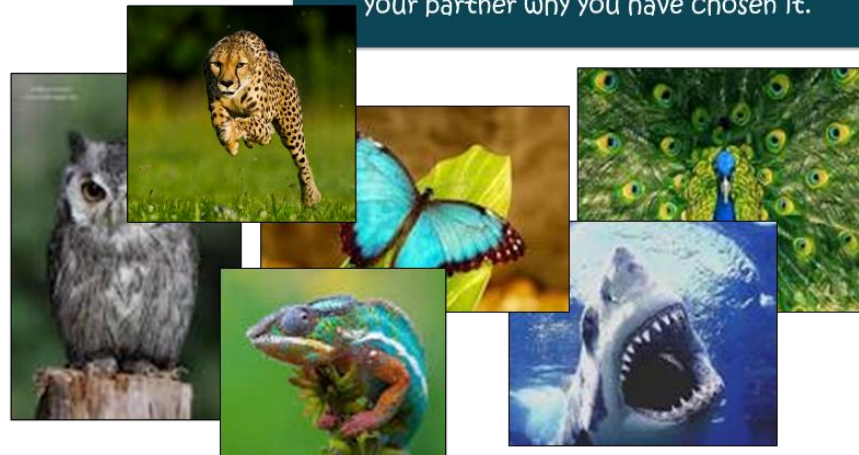
6. ART



ART is a fabulous tool to help pupils make improvements after they have received teacher feedback. Too often pupils responded superficially to teacher comments. Through using teacher modelling, tools such as ART, regular practice and use of a visualiser to show before/after work, pupils were able to see more clearly the importance of feedback and how it could help them to make progress.

7. Abstract

Choose one of the following animals to represent your assessment and discuss with your partner why you have chosen it.



E.G. I have chosen a cheetah because they are very fast animals. I completed my work really quickly because I had been practising in previous lessons. This meant I had time for proof-reading and checking my work. I am proud of the work (like a peacock) that I have done.

7. Abstract



Which biscuit best represents the work you have completed today and why?

What biscuit would you like your work to be like and why?

7. Abstract

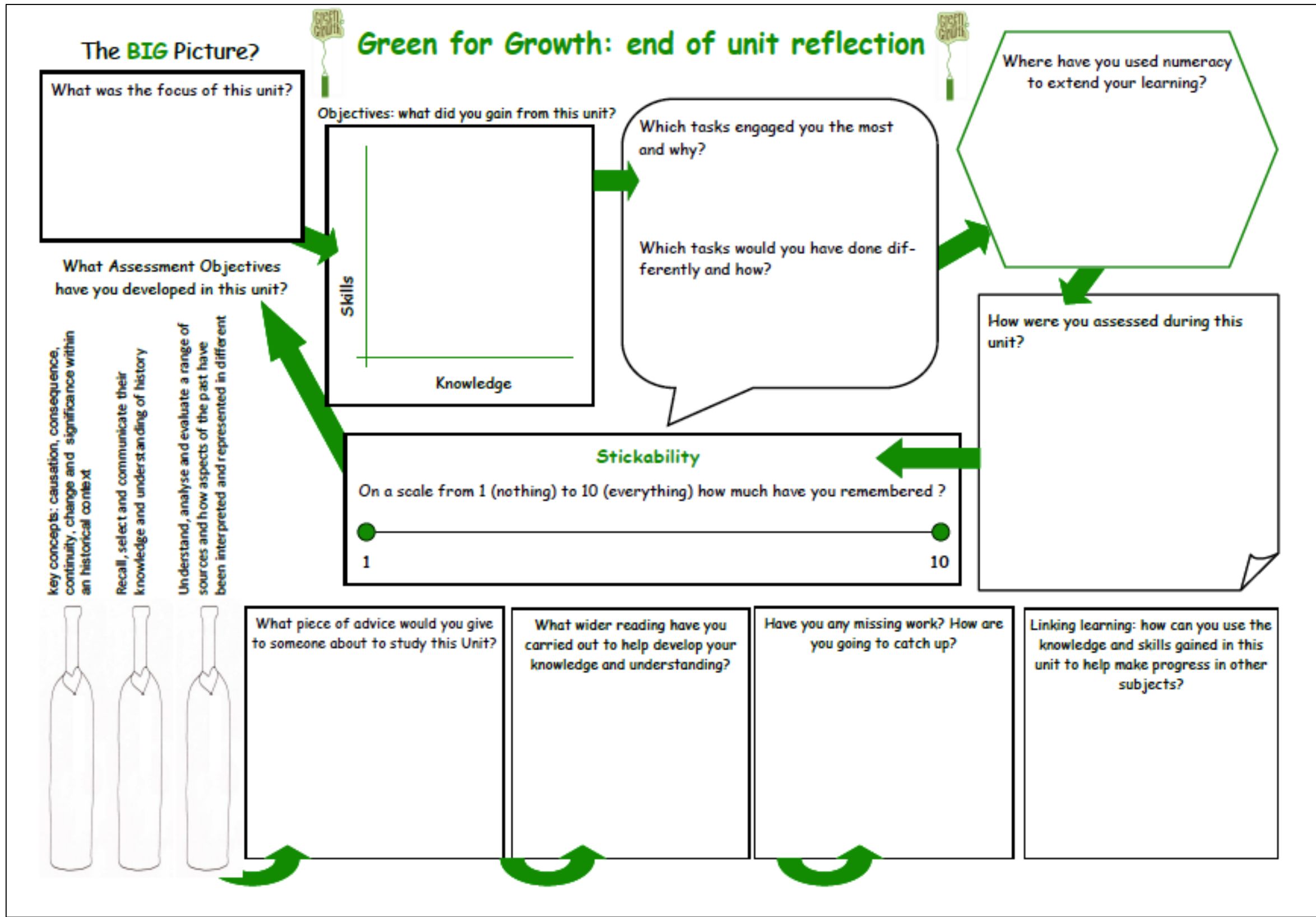


Which painting best represents the outcome you achieved and why?

Which painting best represents how you found today's task and why?



The use of pictures, where pupils are asked to identify an analogy, e.g. 'how is your learning like a...?', generates some fascinating and wide ranging responses from pupils! Lots of different types of pictures can be used to create this type of activity. There are no right or wrong answers. Pupils quickly catch on to giving detailed reasons for why they think their answer links to one of the pictures. These are three brilliant examples of how this technique can be used to encourage pupils to discuss with each other their assessments and their learning.



Structured tools were used to support pupils in reflecting at the end of a unit.

Phase 2

1. Teaching subject specific learning/ thinking strategies

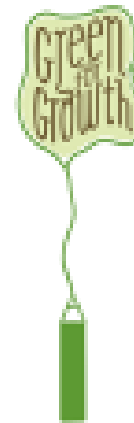
2. Which approach should I use for this task and why?

3. Why did I struggle with that?

4. How can I use this skill/knowledge in other subjects?

5. Why does doing x improve my work?

6. How can I remember to do this in the future?



Phase 2 was shared with all staff to support teachers in identifying questions they should ask that would help pupils throughout the learning processes, starting with consideration for which approach they should use and concluding with prompts to encourage pupils to consider how they could remember a skill in the future.

Purchasing additional resources:

Pip sells her metacognition resources on the TES website:

<https://www.tes.com/teaching-resource/introduction-to-metacognition-and-metacognitive-tools-for-students-11014087>