Metacognition development for subject leaders – what might it look like and where are you in the development of metacognition?

Understanding, beliefs and engagement	Metacognition in relation to your subject	Practical actions	Monitoring and evaluation
You understand how and why it can make a difference to pupil outcomes.	You have **identified key aspects of metacognition** and linked this to the development of student skills, knowledge and understanding of your subject.	You have looked in-depth at the practical suggestions made for developing metacognitive skills: • Modelling the thinking process and think alouds • Thinking diagrams and strategies to aid thinking in context • Planning a task • Developing the skills of reflection • Opportunities to test out and evaluate learning strategies • Growth mindsets and seeing themselves as agents of their own thinking • Exam wrappers	You have shared learning points and experience of developing metacognition as a team.
You have an excellent, thorough understanding of the concept of metacognition.	You have **identified aspects of the curriculum** that lend themselves particularly well to supporting pupils in developing metacognition.		You have considered the impact the changes are having.
You have taken effective steps to persuade members of your team that they too should increase their understanding of metacognition.	You have held discussions with your team as to what **thinking in your subject** looks like and **which aspects of this particularly need strengthening** in order to raise attainment. You have considered how metacognition could be used to develop subject specific thinking for your pupils.		You have used a range of methods to evaluate the development of metacognition in your subject. E.g. pupil interviews, staff interviews, lesson observations, work scrutiny, analysis of planning, progress and attainment data. You are using a range of methods to evaluate the impact.
All, or the majority, of team members are on-board with the idea that metacognition can raise attainment and are actively trying to change their practice.	You have identified as a team what you would like pupils to be more **independent** with and are using metacognition as a way to achieve this.	You have selected and developed one or more of the above in your own classroom. You have shared outcomes and learning points from your own exploration of the areas above. You have supported others to implement changes.	You are modifying, expanding and developing practice as a result of your monitoring and evaluative activities.

Metacognition and your teaching philosophy – how is metacognition seeping into your practice and supporting pupil's metacognitive development?

- You are more aware of metacognition and this is impacting on your planning.
- You are looking for opportunities to make aspects of thinking more explicit.
- You are more aware of metacognition while you are teaching and this is having an impact on the language used in the classroom.
- You are more aware of metacognition while you are teaching and this is having an impact on the questioning and types of discussion taking place.
- You are more aware of metacognition and this is having an impact on how you teach and encourage pupils to : think for themselves, set gaols, understand the success criteria, plan tasks, monitor their learning as it progresses, reflect on the product / process / approach, plan for how they will make changes to their learning / product / processes / approach in the future.
- Pupils are becoming more aware of their own thinking in your subject, how they learn specific aspects of your subject, different approaches to learning and how to select the best approaches to achieve tasks in your subject.
- Pupils are becoming more analytical and strategic in their approach to learning. They use feedback from peers and teachers to improve their skills, knowledge, understanding which is impacting positively on rates of progress.