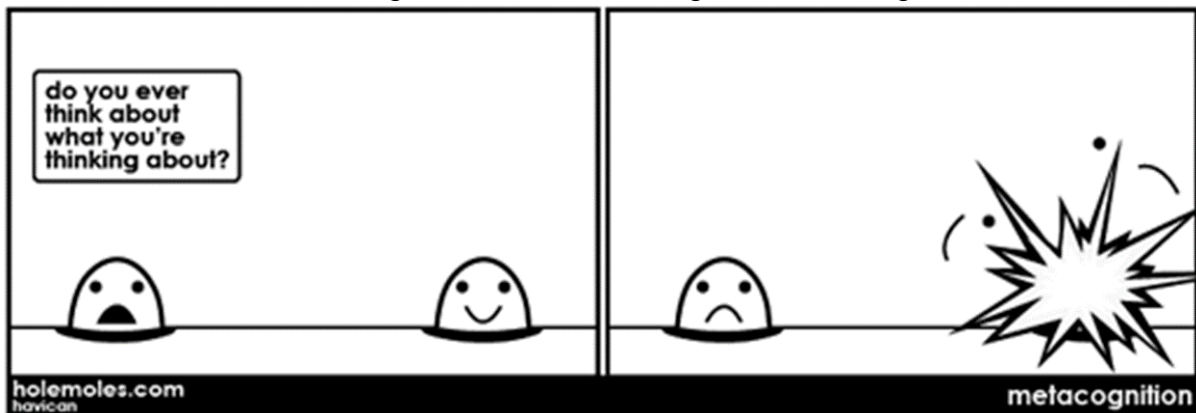


Metacognition

Metacognition means thinking about thinking.



In educational terms, it means that we are thinking about how we learn and what makes a good learner. It means we are asking ourselves how effective our approach to learning is and how we can become more effective.

One part of this is considering our current strengths and quality of performance compared to our goal.

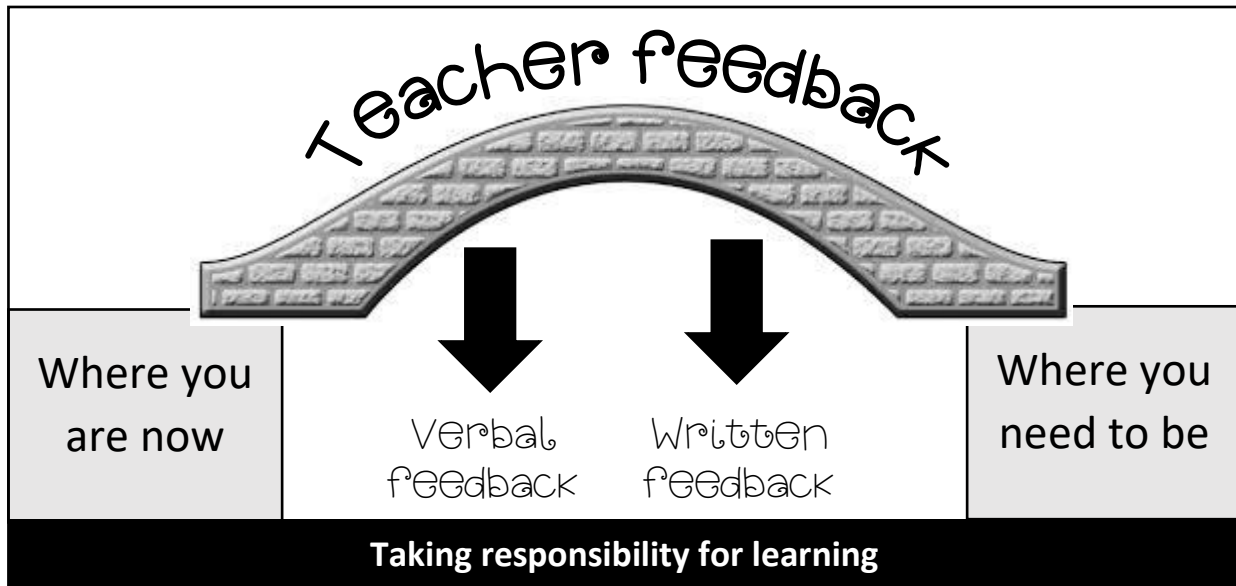
- How do you make a judgement at the end of the lesson as to how well you have understood the content? How accurate do you think your judgement is?
- How do you make a judgement on your current performance level in a subject? What sources do you use? What sources do other people use?
- How important is it for you to know your current performance level and where your strengths / areas for development are?
- How do you use this knowledge to help you improve your performance? How do other people use such knowledge?
- How good are you at seeking ways to improve your own performance? What methods do you use? What methods do other people use?

These are all metacognitive questions because they ask you to reflect on your own thinking, your own beliefs, your own levels of understanding and your own skill levels. It also asks you to find out about other people's views and approaches to learning. They are not always the same as yours!

There are many factors that go into success. For example, there are many athletes who have the same body type as Usain Bolt, but they are not all Olympic champions. What is it that goes into achieving a goal? How can you apply this type of thinking to academic success?

One element that is certainly a factor in success is the ability to use feedback.

Using Feedback to Your Advantage

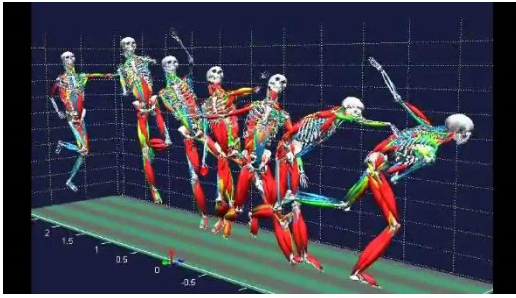


As a learner, you have to choose to use the bridge that feedback offers to you.

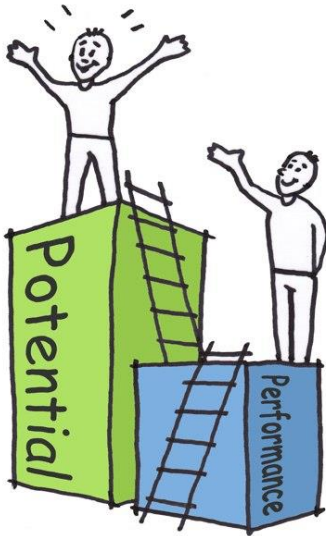
Over the next few weeks, we would like you to consider to what extent you are an 'active participant' in the feedback process. When you receive feedback we would like you to:

- Read the feedback carefully and consider what the comments mean.
- Take time to act on the feedback. For example, make revisions and corrections to the work, re-write for clarity, add extra information, substitute word choices for precision. Use the information your teacher has provided to improve the quality of your work.
- You may need resources to help you respond to feedback. For example, you may need to check spellings in a dictionary, you may need to re-read part of the textbook to clarify your thinking, you may need to refer to a list of success criteria or a model answer to consider the elements that are missing, you may need to use equipment.
- If you find that you don't understand all of the feedback, ask your teacher for advice. Other students can also be a good source of advice.
- Make sure you commit sufficient time and energy in responding to the feedback.
- Before starting a new piece of work look back and remind yourself of previous feedback. Take care to look at models and success criteria carefully before you begin.





Sports professionals work hard to analyse their performance.



No matter what your starting point – there is always room for improvement. To be the best, you have to be analytical in your approach and seek ways of continually improving your performance. Sports professionals are constantly looking for something that will give them the ‘edge’ in their performance. They are often seeking to shave a tenth of a second from their performance time or change the angle of their body by millimetres. They don’t stop trying to perfect their performance. They look at the performance of others, they compare themselves to models, they look carefully at the success criteria, they carefully review their own performance, they seek and use the advice of others, they practise and put effort into perfecting techniques, they don’t give up and they use a variety

of tools to help them. Do you approach your studies like a top class athlete or a coach potato?

Step 1 : Know the goal

Analysing previous test papers, reviewing model answers, listening to the information provided by your teachers, referring to information provided about assessment are all approaches to developing a rounded picture of what good and outstanding performance looks like. If you have a fuzzy idea of the destination – you are unlikely to arrive at it.

Step 2 : Consider your overall strengths and weakness

Using your knowledge of the goal to be achieved, what are your current strengths and areas for development? The best way to address areas for development is to make a plan as to how they can be addressed.



Step 3 : Use the advice of your coach

Your teacher is the expert. They decided to become a teacher in order to help students like yourself achieve their potential. When you produce work, they review it. They do this in order to help you consider where your strengths are and what your next steps should be along the learning journey.



Types of feedback

Feedback may cover many different areas of learning, for example:

- **Your 'learning behaviours'** e.g: level of concentration, ability to listen, approach to working in a team, your ability to persevere when a task is hard. Maximising the effectiveness of learning behaviours improves the impact of teaching. If you have effective learning behaviours, you will learn more and learn more quickly!
- **Your strategies for learning**, e.g: the way you approach a task, the way you produce your notes, the techniques you use for revision, your techniques for reading and understanding questions, problem solving approach.
- **Your style of thinking**, e.g: advice to help you think like a scientist, think like a historian, think like an artist.
- **Effort, persistence, commitment**, e.g. the amount of effort you put into your classwork and homework.
- **Content**, e.g: you may have provided a one-sided argument when you needed two, you may need to provide examples to back up a point, you may need to increase the level of detail or the depth of knowledge, you may need to know 5 points when you only now 3 points.
- **Understanding**, e.g: your work may show a lack of understanding or a very shallow / fuzzy understanding. This sometimes means you need to read or re-read information, seek other sources such as video clips to help clarify your understanding, have the concept explained again by an adult or fellow student, review your notes, or ask questions to help move understanding forward.
- **Your ability to communicate in writing**, e.g: understanding the content is only part of the process – to perform well you also need to be able to show an examiner that you have a good level of understanding. For example, your feedback may focus on the clarity of writing, the use of conjunctions, the cohesion of the writing, the overall organisation, the vocabulary you have used, the logic of your arguments.
- **Misunderstandings and errors**, e.g: you have mixed up two subject terms, you have made a mistake in carrying out the process, the example doesn't match the point you are making. We can learn a great deal from our errors.
- **Match to the goal**, e.g: there may be some element of the success criteria that you have forgotten to include or there may be a way of improving the overall quality of the piece of work that enables it to move more towards 'outstanding performance'.
- **Precision**, e.g: sometimes you have produced something, but it is not sufficiently exact.

Being a learner is not easy! You need an analytical approach to your performance and seek ways of enhancing it.



Use this space to reflect on how you have used feedback in the first half of the autumn term to improve your performance – try to be as specific as possible

Choose three subjects. Reflect back over a series of lessons and consider all forms of feedback (including written and verbal).
 You might need to enlarge the table to A3 size.

Subjects →			
What feedback approaches have I found the most helpful?			
What type of feedback was least helpful?			
What would help me to make better use of feedback?			
On a scale of 0-10 how much have I been an ACTIVE PARTICIPANT in the feedback process / could I make improvements to my approach?			
Other comments			

