

Metacognition: Self-Evaluation Task



Pre-training

Post-training

Rank on a 1 to 5 scale
(1=limited, 5=exceptional)

		Pre-training	Post-training
Attitudes	Growth mindset of teachers and TAs		
	Growth mindset of pupils		
	Teachers avoid deficit thinking (and limiting expectations) to some groups		
	All pupils, including disadvantaged, take responsibility for their own learning		
	Pupils understand how they learn, using a range of strategies according to the task		
	All children are self-motivated to work and think hard		
	All children show resilience when facing unfamiliar problems		
	Pupils demonstrate metacognitive strategies outside of the classroom		
Teaching	Thorough subject knowledge in all core subjects		
	Thorough subject knowledge in all foundation subjects		
	Demonstrate a sufficiently broad range of challenging vocabulary		
	Teachers have a good understanding of metacognition		
	TAs role modelling problem solving (emphasising process rather than solution)		
	Teaching is pitched at the appropriate level of difficulty		
	Teachers provide explicit explanation of their thinking during problems and choice making		
	Teachers plan collaboratively, including explicit metacognitive strategies		
Leadership	Thorough knowledge of how metacognitive strategies can be utilised effectively		
	Policies demonstrate thorough understanding of how children learn, including metacognition		
	Nurtures a culture of sharing to improve practice		
	Allocates sufficient time (CPD)		