

Metacognitive Knowledge

This refers to knowledge of the task, strategies, and ourselves.

We approach any learning task with some knowledge of:

- **Knowledge of Task**—the type of activity
- **Knowledge of Strategies**—what strategies might be useful
- **Knowledge of Self**—our own abilities and emotions

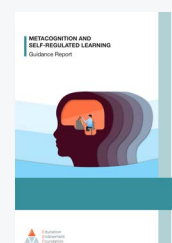
Metacognitive Regulation

This refers to how we apply this knowledge to a learning task.

It can be broken down into 3 stages:

- **Planning**—how we are going to tackle a task
- **Monitoring**—our success and adapting when necessary
- **Evaluation**—of the learning process

Recommendation 1 of the EEF's guidance report on Metacognition and Self-Regulated Learning points to the importance of building a shared professional understanding. This metacognitive process could provide a starting point for schools wishing to build a shared knowledge around metacognition. The report also offers advice on supporting pupils to plan, monitor and evaluate their learning to support independence.



eef.li/metacognition