

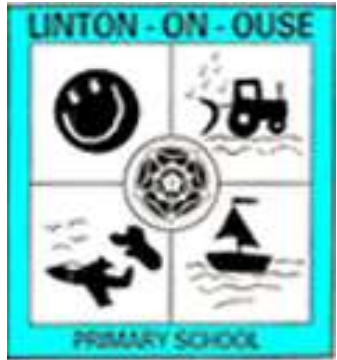


## Metacognitive minds: Lessons from a successful SSIF Project

# In the beginning...



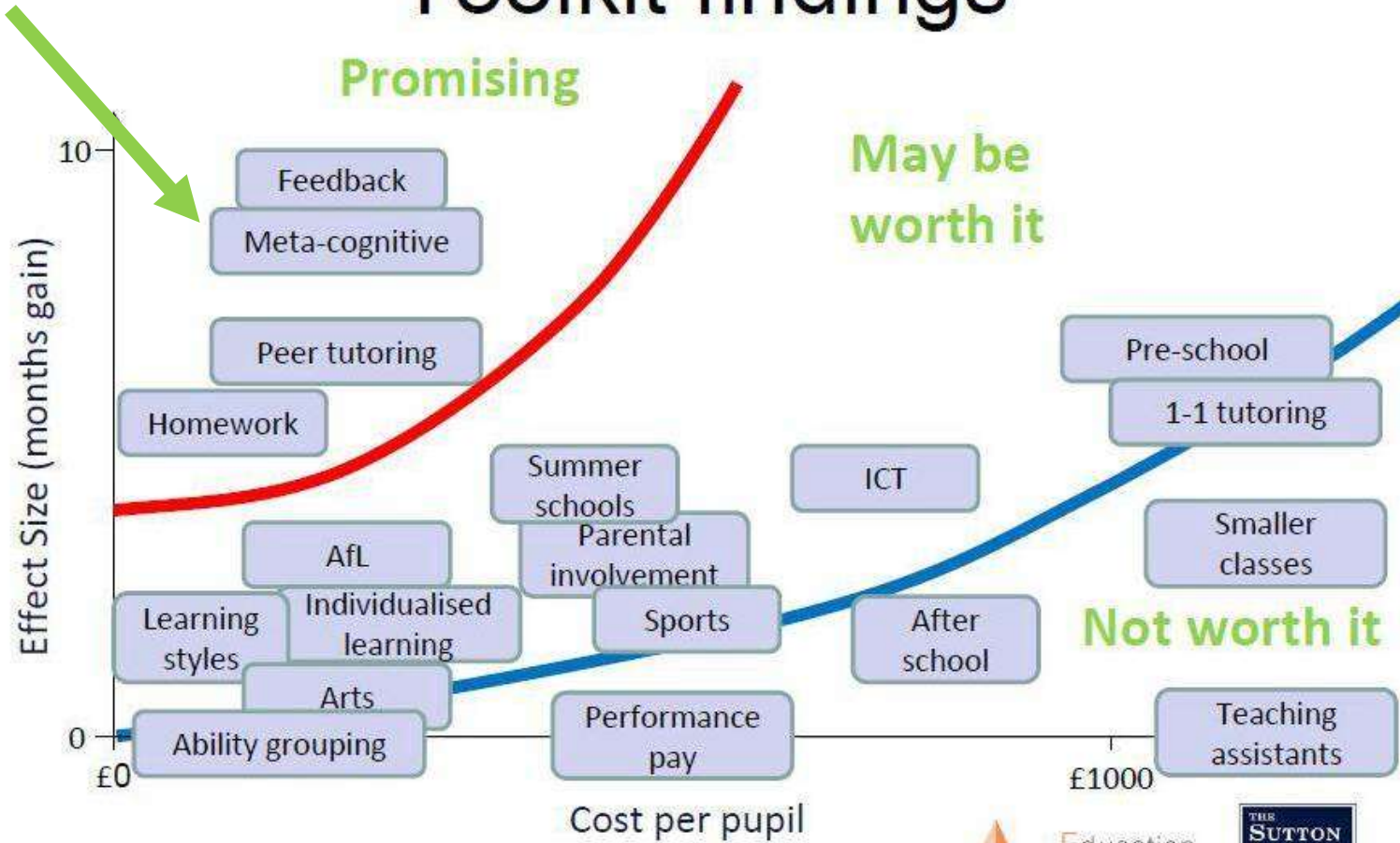
# Why did you join the SSIF Project?



# We all love a bit of evidence-based practice...



# Toolkit findings



Why metacognition?



When asked '***Why do we need a new framework?***'  
Ofsted's deputy director for schools,  
Matthew Purves replied...



# Key principles..

- Build relationships – single point of contact whilst developing strong collaborative practice
- Engage with Lead Teachers as professionals with knowledge, expertise and insight to contribute

*'One to one support from the LPs has been great, really helping to change practice and learning.'*

**SSIF Project Lead Teacher**

*'Teachers have welcomed the bespoke training ... both in the classroom and with their planning, preparation and reflection.'*

**SSIF Project Headteacher**

- Facilitate professional reflection through well-funded, protected non-contact time

# Lead Teacher Network Meetings



*'The balance of information, discussion, tasks, sharing practice etc.. has been just right.'*

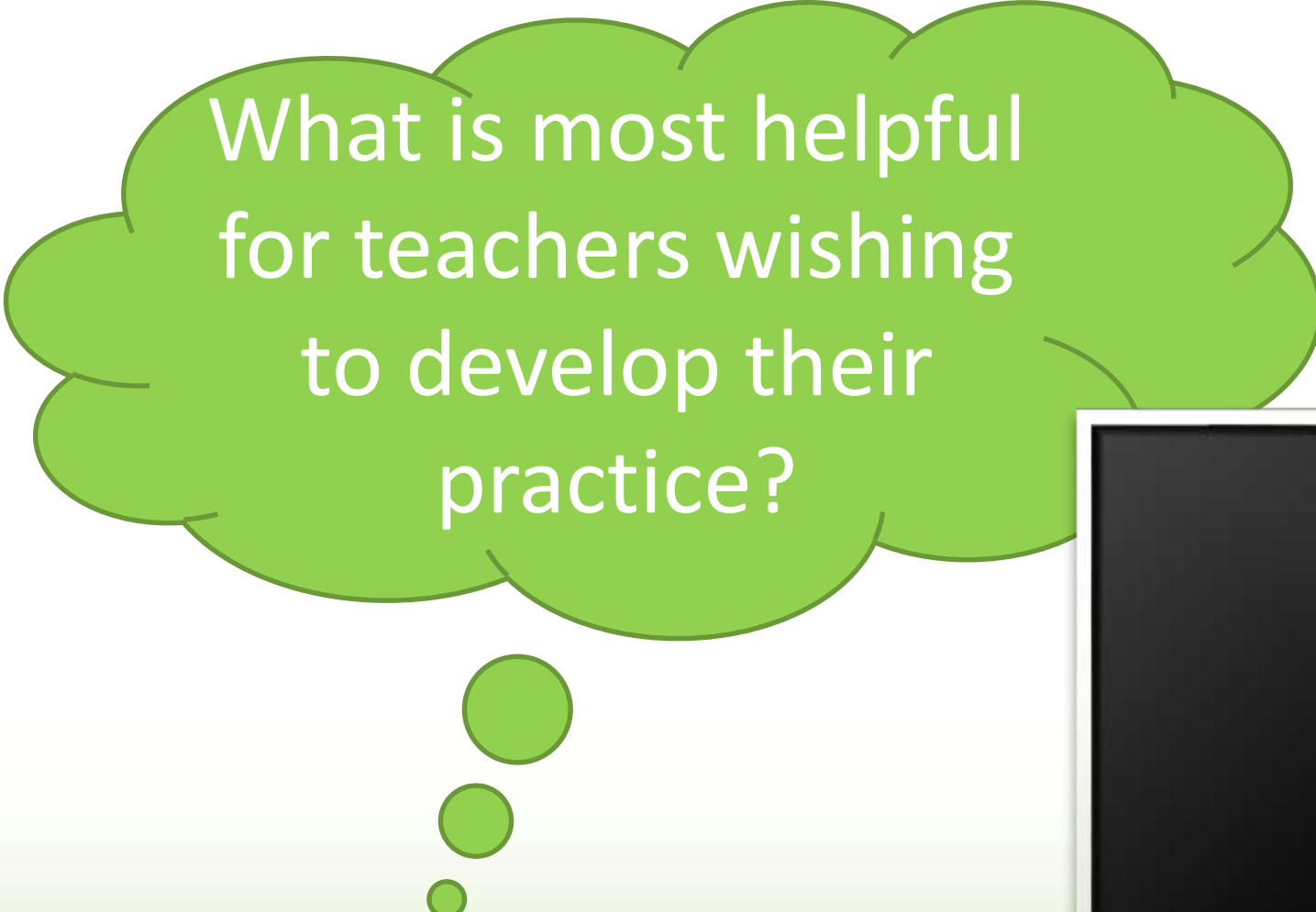
*'Chance for professional discussion has been a joy! I feel I have really developed as a teacher and a leader.'*

*'Professional dialogue - share ideas, feeling valued as a teacher. Time - we never felt rushed to only discuss a particular point but could develop conversation around particular issues.'*



*'Sharing ideas and successes with each other. Kept up to speed with key documents. Developed own understanding.'*





What is most helpful  
for teachers wishing  
to develop their  
practice?



# Cluster observations

## Headings of:

- Activating Prior Knowledge
- Explicit strategy instruction/Modelling
- Memorisation of learned strategy/ Guided Practice
- Independent Practice
- Structured Reflection



Swaledale Alliance

SSIF Metacognition Project - Cluster Observation Form

Date: 4.02.19 School: **Swaledale** Class: Year 8 Number of pupils: 19

MATRS focus for session: Introduction to algebra

Aspect of seven step model for metacognitive approach

Observation	Impact
<b>Activating prior knowledge</b> "Do you notice?" "What else do you know?" "Write a theory first which was explored, thinking of putting something in. Do you agree?" "Can you write it like this?" "Did calculation with different values." "It came from the task and teacher worked back."	<b>Impact</b> Pupils engaged from outset. Required to draw upon prior knowledge, make connections to learn. Culture of enquiry encouraged - positive learning behaviours reinforced.
<b>Explicit strategy instruction/modelling</b> "What would you say first of all?" "What does it mean if it's some and different about the following equations?" "Do you have any ideas?" "Do you agree?"	Pupils have opportunity to think. Additional opportunity to explain/abstract better retention. Pupils are able more and understand abstract concepts. Misconceptions addressed and encouraged.
<b>Memorisation of learned strategy/guided practice</b> "Do you have any ideas?" "Do you agree?"	Deeper understanding - more confident required to show 'how they reached answer.'
<b>Independent practice</b> "Do you have any ideas?" "Do you agree?"	Pupils updating metacognitive knowledge of task and strategies they could use. Hearing explanation again allows for improved retention. Gives pupils time to process, clarify or consolidate a learning point.
<b>Structured reflection</b> "Do you have any ideas?" "Do you agree?"	

swaledalealliance.org

National Teaching School

*'The observations have been key to helping develop my practice and understanding.'*

**SSIF Project Lead Teacher**

# Impact on teaching and learning

**'...A new focus on substance** should change that, bringing the inspection conversation back to the substance of young people's learning and **treating teachers like the experts in their field**, not just data managers.'

*Amanda Spielman,  
Ofsted Chief Inspector*

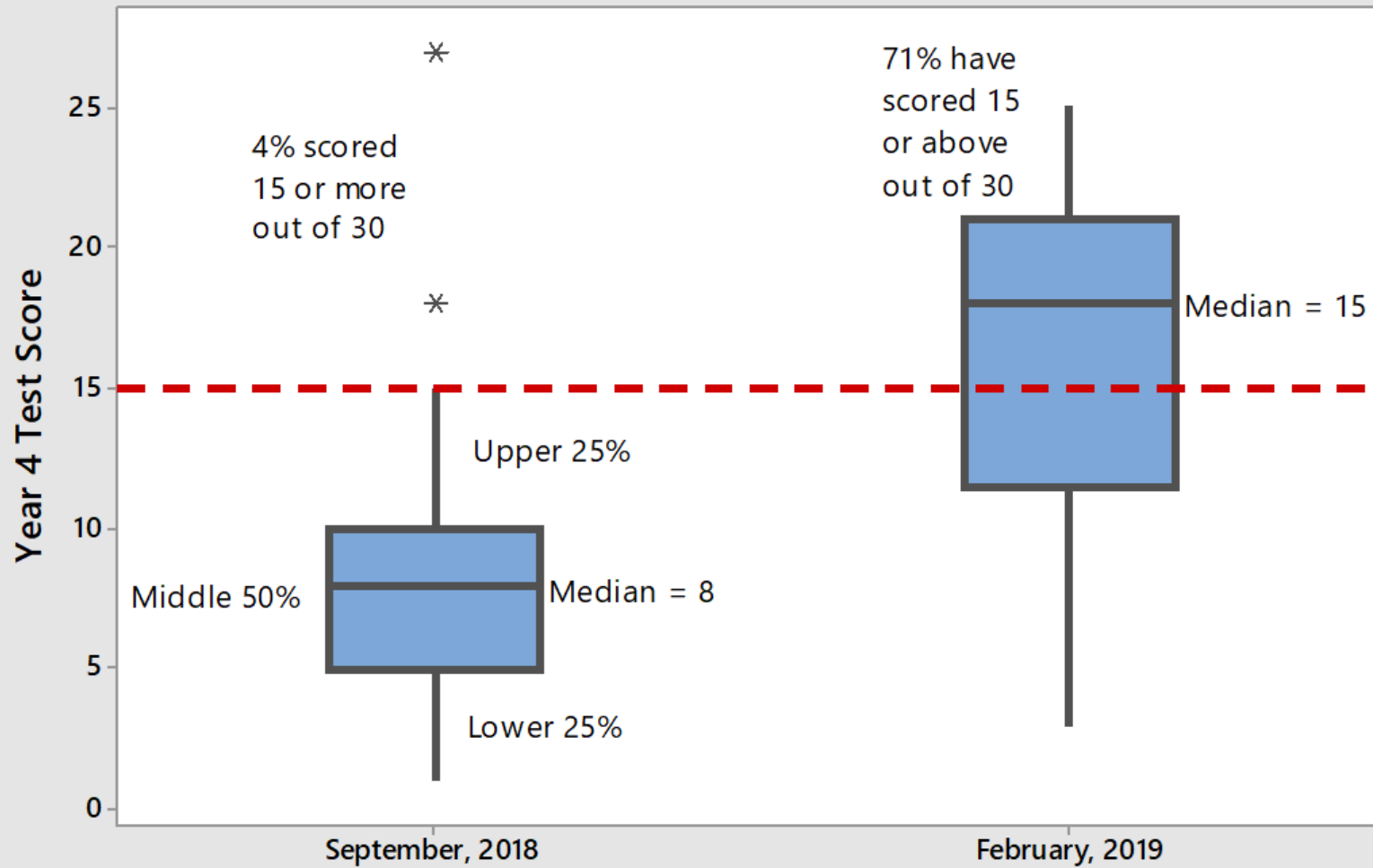


# How has behaviour changed?

- New Ofsted Framework 2019 will include separate judgements for **‘personal development’** and **‘behaviour and attitudes’**
- Ofsted is looking for learners that are

*‘... **committed** to their learning, know how to study effectively, are **resilient** to setbacks and **take pride** in their achievements.’*

# White Rose Reasoning Paper



# Lessons from a successful SSIF project..

- Build relationships – maintain a single point of contact whilst developing strong collaborative practice
- Engage with Lead Teachers as professionals with knowledge, expertise and insight to contribute
- Facilitate professional reflection through well-funded, protected non-contact time



# Sustainability package

- School-based resources generated in collaboration with Lead Teachers
- Tools for auditing, monitoring and assessing
- Training materials including proformas to support practitioner reflection and a training video



*'... a coaching culture  
(Campbell and van  
Nieurwerburgh, 2018) has  
begun to emerge within the  
project.'*

*Leeds Beckett Evaluation Report*

*'In all the years I have been in this  
education business, I've never seen a  
project that has received such  
overwhelmingly positive feedback  
from teachers.'*

*Mike White  
Executive Headteacher, Synergy Schools*

*A perfect tool for busy teachers  
who are looking to have a big  
impact on their children's  
learning without lots of extra  
work.*

*Helen Biggs  
Lead Teacher, Wavell Infant School*