

School of Teacher Education

THE HOPE CHALLENGE PROGRAMME

PRIMARY

CASE STUDY: Metacognitive Learning

School: Pleasant Street Primary, Liverpool

Lead: Neil Verdin

AIMS:

- To introduce and build children's confidence in using the metacognitive skills across the curriculum.
 - To raise self-esteem and engagement in learning for identified children in Year 3.
 - To promote a vibrant collaborative and coordinated way of working for key partners in school improvement across the North West Region.
 - To increase capacity for schools and LAs.
 - To lead to sustainable outcomes for schools.
 - To provide trainees with enhanced experience teaching
 - To increase the number of talented graduates working in schools in socioeconomic challenging circumstances and those requiring improvement.
 - To publish research findings to inform future provision.
- To develop a coordinated approach to research evidenced best practice.

PROJECT OUTLINE:

Working with whole class Year 3 cohort, introduce metacognitive framework to improve learning through enhancing children's self-esteem thinking skills across the curriculum. The focus of intervention will be to develop pupil's metacognitive skills and their ability to become proactive about their own learning.

IMPACT/OUTCOMES:

- Analysis of pre and post data showed Improved levels of self-esteem for identified children.
- Development of meta-cognitive skills in identified children evidenced.
- Pre and post data showed increase in student understanding and confidence in teaching meta cognitive approaches to learning.
- Class teacher evaluation reported improved levels of pupil confidence.

DISSEMINATION (INCLUDING RESEARCH):

Forthcoming presentation of project at TEAN conference 2017.

SUSTAINABILITY/NEXT STEPS:

- Continued collaborative working with partner school to develop meta-cognitive approach in the classroom.
- Develop assessment model/system to align with National Curriculum expectations for progress.

Class Teacher Evaluation

“Thank you so much for the lesson the whole class had a lot of fun!”



“I was very impressed with the 'super learners'; they did a really good job. They definitely seem to have gained in confidence since working with you and the trainee teachers.”

Student Evaluation – Impact statements

“I have gained more confidence in promoting positive learning attitude”

“Even in this short time you could see the improvement.”

Attitudinal Survey Results

How confident do you feel employing a metacognitive approach to learning as part of your classroom practice?

Scale: 1-highly confident, 2-mostly confident, 3-some confidence, 4-limited confidence, 5-not confident.

Trainee	Pre	Post
A	4	1
B	2	1
C	2	1
D	5	1