



## Metacognition Parent Workshop Wednesday 29<sup>th</sup> June 2022

We had a successful on-site parent workshop to follow up from our previous remote workshop. Parents were introduced to children from Ash to Sycamore classes.

Cherry Class shared their understanding of what **metacognition** is.

Lime Class described how '**Steps to Success**' help them to plan good learning.

Beech Class talked about how **Learning Partners** help if they get stuck with their learning.

Rowan Class talked about using **working walls** to help if they get stuck.

Maple Class explained how a **fraction wall** can help find equivalent fractions.

Ash Class described a time they used **scaling** to evaluate their learning about money.

Poplar Class talked about **reflective questions** they ask themselves about their learning.

Sycamore Class explained how **editing** helps to improve their learning.

There was then a question and answer session, where parents asked the children some excellent metacognitive questions including:

- What happens if you are stuck with your learning?
- What is the most useful tool you use when you get stuck?
- Do you use these strategies at home?
- Do you prefer to spend time planning your work, or do you like to dive straight in?
- How do you feel about editing your work, for example crossing parts out?

You could ask these, or similar, questions to your children at home – the answers may surprise you!

When the children had returned to class, we shared a video about 'Austin's Butterfly'

[critique and feedback - the story of austin's butterfly - Ron Berger - YouTube](#)

Parents and governors agreed that this was a powerful video illustrating the impact of re-drafting work.

Parents then had discussions around the following questions:

What could you do at home to support children who

- are less inclined to discuss things, analyse work, thought processes
- aren't sure what was easiest, hardest, most useful
- struggle to self-evaluate

We found that, although parents initially thought their children struggled with the above concepts, they were actually already evaluating what made particular home learning difficult, for example, when an activity involved switching between different windows on the computer.

One difficulty for parents was around whether to correct home learning, and several parents mentioned that their children did not like being told they are wrong! A strategy that parents thought may be useful would be to avoid teaching or correcting learning and instead have a brief evaluative conversation when home learning is complete. This could include noticing something your child is pleased with, and one thing that they could improve next time, such as punctuation or correct use of capital letters.

Parents liked the idea of encouraging their children to complete homework more independently, using strategies such as 'three before me'.