

Metacognition Learning Walk

A one-page observation for senior leaders · 5–10 minute drop-in

CLASS / YEAR	SUBJECT	DATE	OBSERVER
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Learning task observed:

Who is doing the thinking work?

Teacher ☐ ☐ ☐ ☐ ☐ Learners

Where in the learning cycle?

☐ Planning ☐ Doing ☐ Monitoring ☐ Evaluating

STRAND — WHAT TO LOOK FOR	NOT SEEN	EMERGING	EMBEDDED	EVIDENCE SEEN
Strategy teaching <i>the how of learning</i> • A strategy is named and taught, not just the task set • Learners are shown when and why the strategy helps • Strategy use is revisited during the task	☐	☐	☐	
Modelling of thinking <i>the teacher thinks aloud</i> • Teacher narrates decisions ("I'll start by... because...") • False starts and fix-ups are modelled, not hidden • Worked examples show the thinking, not just the steps	☐	☐	☐	
Metacognitive talk <i>the questioning</i> • Questions probe strategy, not just answers ("How did you work that out?") • Learners explain their plan before starting • Wait time gives learners room to actually think	☐	☐	☐	
Independence <i>the handover</i> • Learners check their own work against the success criteria • Support fades as competence grows • Learners know what to do when stuck, beyond asking	☐	☐	☐	

Conditions for thinking — is the environment set up for it?

☐ Success criteria visible and understood ☐ Mistakes treated as information ☐ Challenge high enough to need a strategy
☐ Time protected for reflection

Metacognitive prompts heard

☐ "What's your plan?" ☐ "Why this strategy?" ☐ "How will you know it's working?"
☐ "What did you do when you got stuck?" ☐ "What would you change next time?"

★ One thing to celebrate

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💬 One coaching question to leave

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🔄 Follow-up / re-visit

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The Metacognition Audit

A quick self-check for teachers · six dimensions · score out of 24



METACOGNITION LEADERSHIP PACK · 2 OF 2

Score each dimension **0–4** against your own practice — 0 = not yet in place, 4 = fully embedded. Add the six scores for a total out of 24, then read your band below. Honest beats generous: this is a compass, not a grade.

1

Explicit strategy teaching

I teach learners *how* to plan, monitor and evaluate — naming strategies and when to use them.

0 1 2 3 4

2

Modelling my own thinking

I think aloud while demonstrating, including my false starts and self-corrections.

0 1 2 3 4

3

Questioning for strategy

My questions ask how learners know and why they chose an approach, not just for the answer.

0 1 2 3 4

4

Level of challenge

Tasks are hard enough to need a strategy, with support in place so learners don't give up.

0 1 2 3 4

5

Fading the scaffolds

I deliberately withdraw support so learners take over the monitoring themselves.

0 1 2 3 4

6

Reflection & evaluation

Lessons close with learners evaluating what worked, not just what they finished.

0 1 2 3 4

Your total

/ 24

0–8

Incidental

Thinking about thinking happens, but by accident. Next step: name one strategy this week and model it aloud.

9–16

Developing

Good foundations. Next step: shift questions from answers to strategies — "How did you work that out?"

17–24

Embedded

Metacognition drives learning. Next step: assess it, and spread the practice across your team.