

What it looks like in practice

ROUTINE, AS TEACHERS DESCRIBE IT	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS
Staff briefing before classroom rollout ● objection UK staff CPD on metacognition is a short adult briefing about teacher thinking. It is not a Do It Now, an A3 sheet, or Think Pair Share for the staff. @thebabaracus	Adults sitting as adults. No lining up in the yard. No group-work sheet that belongs in a lesson.	EEF Toolkit: strategies belong in the usual curriculum, not in discrete thinking-skills lessons.
Self-reflective questions in the I do In UK schools, one T and L practice on self-reflective questions during the I do, so the teacher’s thinking is audible while the model is on the board. “This morning’s T&L practice focused on self reflective questions during the I do phase to support metacognition and make learning visible.” @MissBarstow_KS2	The I do is not silent demonstration. Learners hear the questions the teacher asks themselves. The classroom photograph is redrawn elsewhere, not republished.	EEF Toolkit (May 2025): teachers can promote metacognition by modelling their thinking aloud. Bradford Research School, How to Plan a Think Aloud (15 Mar 2025): script the thinking. Not a trial of this school’s practice.

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Chosen coach, chosen goal UK trust: performance management replaced by coaching. Staff choose the coach and the goal, then observe and meet as needed. “Our PM process has been replaced by a whole school coaching model, across the trust. We choose our coach and goals and observe, meet as needed to progress and show growth.” @MissRimmer78	A chosen partner, not a drop-in with a tick sheet. A goal the teacher named.	The replies on that thread disagree. @thegeekydht reports a culture shift after the first round. @MrMetacognition calls whole-school coaching the next fad. No study has tested it.
Notice your thinking first Before a think-aloud for learners, the teacher slows down enough to notice the in-lesson decisions they usually skip. “So perhaps “think aloud” isn’t quite as simple as it sounds. Before we can make our thinking visible to students, we may need to slow ourselves down enough to notice it.” @anoara_a	A pause in the adult’s own thinking, not a laminated plan-monitor-evaluate poster. Do not generate an AI poster of this.	EEF Toolkit: modelling thinking aloud. The claim is that noticing comes first. @helenrey called the original thread an AI post with an AI poster. No study has tested it.

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Collab-planning think-aloud, then the class US variant: a teacher rehearses the think-aloud in collab planning before learners arrive, then takes it into the room. UK rooms keep the rehearsal; they do not need the US grade labels. "2nd grade teacher modeling in collab planning BEFORE they get in front of students 4th grade teacher modeling a think aloud bringing the collab to classroom to life!" @mrsj_cohen	Adults modelling to adults first. Then the same move in front of the class.	EEF Toolkit: model thinking aloud; it can be difficult to realise the Toolkit mean in practice. A tweet is not a trial.
Walk for the next move, not silence ● objection Do not put silence, retrieval starter, cold call or exit ticket on the learning-walk sheet if the aim is metacognition. Look for the think-aloud and what the learner does next. @MrMetacognition	A five-minute drop-in that cannot see oracy or thinking. A tick, then a silent room.	EEF guidance, second edition (13 Nov 2025): strategies appear more effective when embedded in a specific subject lesson. A tick sheet of presence is not that.
Subject instruction, not a laminated copy Do not implement exit tickets, laminated plan-monitor-evaluate posters, or a learning-to-learn CPD day and call it metacognition. Keep the strategy inside the subject task. @C_Hendrick	A poster on the wall. A generic three-word cycle. No subject work attached.	EEF Toolkit (May 2025): +8 months is a mean across 355 studies and can be difficult to realise. EEF, 13 Nov 2025: more effective when embedded in a subject lesson. Hendrick, 12 Apr 2026: it probably emerges from well designed instruction.

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Learner evidence, not adult look-fors ● objection US variant of the same tick-sheet fault: do not grade teachers on adult look-fors that appear once an observation. Ask what a learner can show. @TeachMrReed	A checklist for adults. A walkthrough that never hears a learner name the strategy.	Same mechanism as the UK silence tick. Catlin Tucker (14 Jul 2025) names time as the first teacher objection in US rooms. Not a trial of look-fors. UK page keeps the UK walk; this is the US name for it.

The EEF figure is the Toolkit mean (May 2025, 355 studies) and carries the caveat that it can be difficult to realise. These are teachers' own accounts, not trial evidence for the routines.