

What it looks like in practice

ROUTINE, AS TEACHERS DESCRIBE IT	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS
A change in conditions Treat metacognition as adapting a known method in a new setting, not a reflection slip after the fact. “Struggling to understand metacognition? Try this = A change in conditions” @TeacherToolkit	The same Pythagoras item, moved to a gutter. Learners asking whether the method still works here.	EEF Toolkit: teach strategies on usual curriculum content, not in a thinking-skills lesson. The gutter task is a worked example on the linked page, not a trial. Metacognition in the Classroom: What It Really Looks Like.
Name the decisions, not every thought Model only the reusable decisions: what you notice, which knowledge, what first, and how you will check. “Do not narrate every thought. Identify the decisions pupils will later need to make for themselves.” @dnleslie	I language at the board. A check, not a full inner monologue.	EEF Toolkit: teachers can promote metacognition by modelling their thinking aloud. This post is a script for that move, not a trial of this classroom.

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Conferring as the check Sit with one learner on words, numbers, texts or problems and listen for how they are steering, not only for the answer. "teachers gain insight into student's metacognition... how are they going about "thinking about their thinking"." @ColoReader	US classroom language. The teacher hears the strategy. UK rooms keep conferring as a conversation, not a US proficiency scale.	EEF: give chances to reflect and monitor during the work. Conferring is reported, not trialled.
No discrete science-of-learning lesson ● objection Keep any standalone explanation short. Put retrieval inside the subject instead of a learning-to-learn slot. "teaching your students about "the science of learning" as a discrete thing for any more than like 20 minutes is not a good use of time" @adamboxer1	No extra thinking lesson on the timetable. Retrieval in the subject.	EEF Toolkit: strategies should be taught and applied to usual curriculum content, rather than taught discretely through thinking-skills lessons. The 20-minute cap is his claim, not a trial.

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Mini whiteboards, not the ticket ● objection Check in the lesson on boards. Drop the exit ticket collected for a walkthrough. "Mini whiteboards (4th grade). I find that I don't adjust my instruction based on exit tickets and only use them for dog & pony shows for admin." @thsuburbanmommy	US 4th grade, named in the post. Boards in the body of the lesson. A slip at the door that does not change instruction.	EEF: monitor during the work. A ticket marked after the lesson sits after the decision.
Let them hear you get stuck Think aloud the stuck moment: I do not understand this, I reread, then I find help. "I'm not understanding what's happening here. I need to go back and reread this." @DFISHERSDSU	The model includes getting stuck, not only the fluent read. US think-aloud language.	EEF Toolkit: model thinking aloud. A US teacher's account, not a UK classroom trial.
Use the flashcards, do not only make them In exam season, check that Year 11s retrieve from the cards, not only produce them. "ask most Y11s how they revised for their GCSEs and I bet over 50% will say "I made flashcards", they don't realise the importance of actually using them" @HanDoesPhysics	I made flashcards as the revision story, with no practice.	From a reply in Boxer's thread. EEF: strategies are more effective when embedded in a subject lesson. Unused cards are the learner-facing version of a poster.

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Subject-embedded, or it is not the evidence

● **objection**

Refuse a generic metacognition programme. Put the check inside the subject task.

"Generic approaches to metacognition or self-regulation not rooted in subject specific instruction is not really "evidence-based.""

@C_Hendrick

A plan, monitor, evaluate poster with no think-aloud in the subject.

EEF Toolkit (May 2025): more effective when embedded in a specific subject lesson. This is a researcher claim about implementation, not a photo of a named classroom.