

What it looks like in practice

Eight routines from secondary teachers on social media. This page already defines plan, monitor and evaluate. These rows show the exam-room move.

ROUTINE, AS TEACHERS DESCRIBE IT	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS
Walking talking mock Year 11 sit a live paper while the teacher (or six trained learners) talk timings, pitfalls and how to start each question. UK English, maths, science, geography and computer science all posted this in the GCSE run-up. "Today we ran our first walking talking mock with Year 11 ahead of GCSE Paper 1." @Chelmermaths	A hall or classroom paper in silence except the spoken start. Pens down until the first question is unpacked.	EEF Toolkit (May 2025): in effective studies, strategies are modelled on a curriculum task, not in a thinking-skills lesson. A walking talking mock is the school's own account, not a trial.
Exam wrapper after a mock After mocks or prelims, learners name what they revised, which question types were hard, and what they will do next. Teachers photograph the sheet. US classroom teachers did not post their own wrappers. "Just created an "Exam Wrapper" to use with my students when they do their prelims (mocks) in January." @MrRobHistory	A filled sheet or form, not a smiley. A next action that names a method. The photographed wrapper is redrawn elsewhere, not copied.	EEF guidance report recommendation 6 names exam wrappers as a way to analyse errors and revision patterns. Carnegie Mellon (Eberly Center): the grade crowds out the strategy. This row is reported, not trialled.

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Visualiser think-aloud in the subject The teacher writes a response live and names the decisions: why this sentence, this plan, this next step. English unseen poetry, GCSE RE scripture, and a Year 11 paper under the visualiser. “By modelling my thought process and an ‘expert’ approach, students are able to understand exactly how to succeed in their exam” @MsConnellTeach	I language, not we. A hesitation left on the page. Learners watching a choice, not a finished model answer.	EEF Toolkit: teachers can promote metacognition by modelling their thinking aloud on usual curriculum work. Zoe Enser (@greeborunner), answering a KS4 plea: metacognition should be modelled, not expected. @greeborunner. Not a trial of this lesson.
Year 7 revision, not a Year 11 assembly KS3 learners make revision resources inside the subject (Year 7 French: to do, to make, er verbs). Biology homework with a follow-up test, so “I don’t know how to revise” has nowhere to hide. “I am trying to include some study skills based HW with follow up testing in an attempt to avoid the ‘I don’t know how to revise’ comments.” @MistypeaTam	A Year 7 book with a method in it. A short test after the homework, not a tutor-time slogan.	EEF: teach the strategies in the subject, from early years through 16 to 19. The live UK complaint is Year 11 is too late if Year 7 never learned how. Burns writes from his own classroom; Millfield and Reynolds describe their schools' practice.

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Retrieval that shows overconfidence US high-school psychology: a retrieval task before the test so learners see what they really know. Completing the study guide is named as the weak default. UK variant: boards up, then the paper. "Doesn't matter that I teach AP students. Generally speaking, they don't know how to study." @effortful eduktr	A gap between "I know this" and a blank retrieval. Not a highlighted study guide.	Dunlosky et al. (2013): practice testing and spaced practice have high utility. The EEF says monitoring is taught in the task. This classroom scene is reported by Blake Harvard, not a trial of the school.
Freshman-seminar brainstorm, then implement In US schools, a period named freshman seminar or advisory. Learners sort effective versus non-effective study strategies on a board. The teacher's next line was: now train the brain to use them. UK page keeps the subject lesson. "My freshman seminar students crushed this study strategies brainstorm. Now we are training our brains to implement them." @runtorirun4	A two-column board. Sticky notes. The photograph is redrawn elsewhere, not republished.	EEF: a list of strategies is not the work. The work is using one on a curriculum task. Mrs Schuh already flags the gap.

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A standalone metacognition lesson ● objection A KS4 plea for lessons on independent learners and metacognition. The live UK reply: the metacognition lesson is mostly a myth. Domain knowledge predicts transfer better than a learning-to-learn hour. "The metacognition lesson is mostly a myth. What the research actually shows is that domain knowledge predicts transfer far better than any "learning to learn" intervention does." @AGundimeda	A PowerPoint called metacognition, off the subject. No think-aloud on the paper in front of them.	EEF 2025 update: plan, monitor and evaluate inside the task. Gundimeda's domain-knowledge claim matches Willingham as cited on this page.
Test corrections as grade recovery ● objection In US schools, an F becomes a C after corrections. A high-school maths teacher asks whether to stop, because learners skip the first test. That is not a reflection routine. "I have to give test corrections for every test they take. An F becomes a C after corrections." @PeasantInTN	Points moving. No named change of method. A paper that never comes back cannot be diagnosed.	Separate the points from the diagnosis, or the wrapper is extra credit. APA TOPSS (US policy sheet, not a classroom post) still uses a wrapper for plan, monitor and evaluate. College wrapper studies are mixed; do not treat them as GCSE evidence.

The EEF +8 months figure is the Toolkit mean (355 studies, last updated May 2025). Dunlosky et al. These routines are teachers' own accounts, not trial evidence.