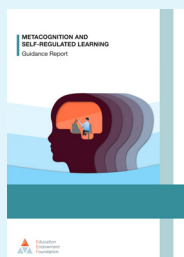


SUPPORTING PUPIL INDEPENDENCE THROUGH QUESTIONING

Using questions to support metacognitive regulation:

- Metacognitive regulation involves pupils planning, monitoring, and evaluating their learning. This process supports independent learning behaviours.
- This tool is designed to support teachers by providing questions that encourage pupils to think metacognitively about their learning.
- These questions can be used across subjects and school phases.
- Teachers and teaching assistants could ask pupils these questions directly, or model them aloud, during opportunities such as a [think aloud](#).
- Helping pupils to plan, monitor and evaluate their learning to support independence features in the EEF's guidance report on Metacognition and self-regulation.



eef.li/metacognition

1. Planning (start of the task):

- *Have you seen a task like this before?*
- *What prior knowledge do you have that might help?*
- *What is your plan / goal?*
- *What strategies will you use?*
- *What resources will you need?*
- *How will you stay focussed and motivated during the task?*
- *Are there any bits that you might find tricky—what will you do if you get stuck?*



2. Monitoring (during the task):

- *How are you sticking to your plan?*
- *Is the strategy you have chosen working or do you need to try something else?*
- *Have we used any strategies in the past that might help you here?*
- *Do you have everything you need?*
- *Could you check in with your partner to see how you are getting on?*
- *How are you staying focussed and sticking to the plan?*

3. Evaluating (after the task):

- *Did you achieve your goal?*
- *How did your plan help—did you have to adapt it?*
- *How well did your strategies work?*
- *Did you stay motivated and on task—what helped?*
- *Do you need more/less support next time?*
- *What will you do differently next time?*
- *What have you learned about yourself and your learning?*