

# January Spotlight

Issue 4

January 2018



## Metacognition

### Being the Boss of Our Brains

At Campie we aim to provide opportunities that ensure children develop skills for lifelong learning.

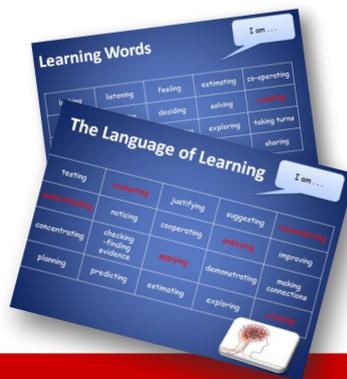


We have been focusing on specific vocabulary which supports children to talk about their learning in a meaningful way. As always, we provide lots of opportunities for children to collaborate, share and discuss their thinking and learning.

This term we are further developing metacognitive skills. Using the language of learning, children will be encouraged to focus on how they made progress and what impact the approach they took had on the outcome.

'Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others'

Scottish Executive, 2010, Health and Wellbeing.



### Metacognition:

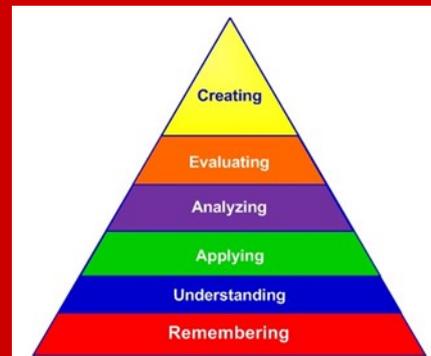
Awareness and understanding of one's own thought processes.

'In the classroom, metacognitive knowledge equates to the children knowing themselves as learners; having an understanding of what and how they learn; being more aware of the processes and actions that they use during learning or to achieve the learning outcome of a lesson.'

Tarrant and Holt:  
Metacognition in the Primary Classroom

### Progress so far . . .

We have been using Bloom's taxonomy to encourage children to use higher order thinking skills. Through its application in lessons children are developing a shared understanding of what each of the words mean in a learning context.



Bloom's Taxonomy

What can  
I do at  
home?

# Talk, talk, talk!

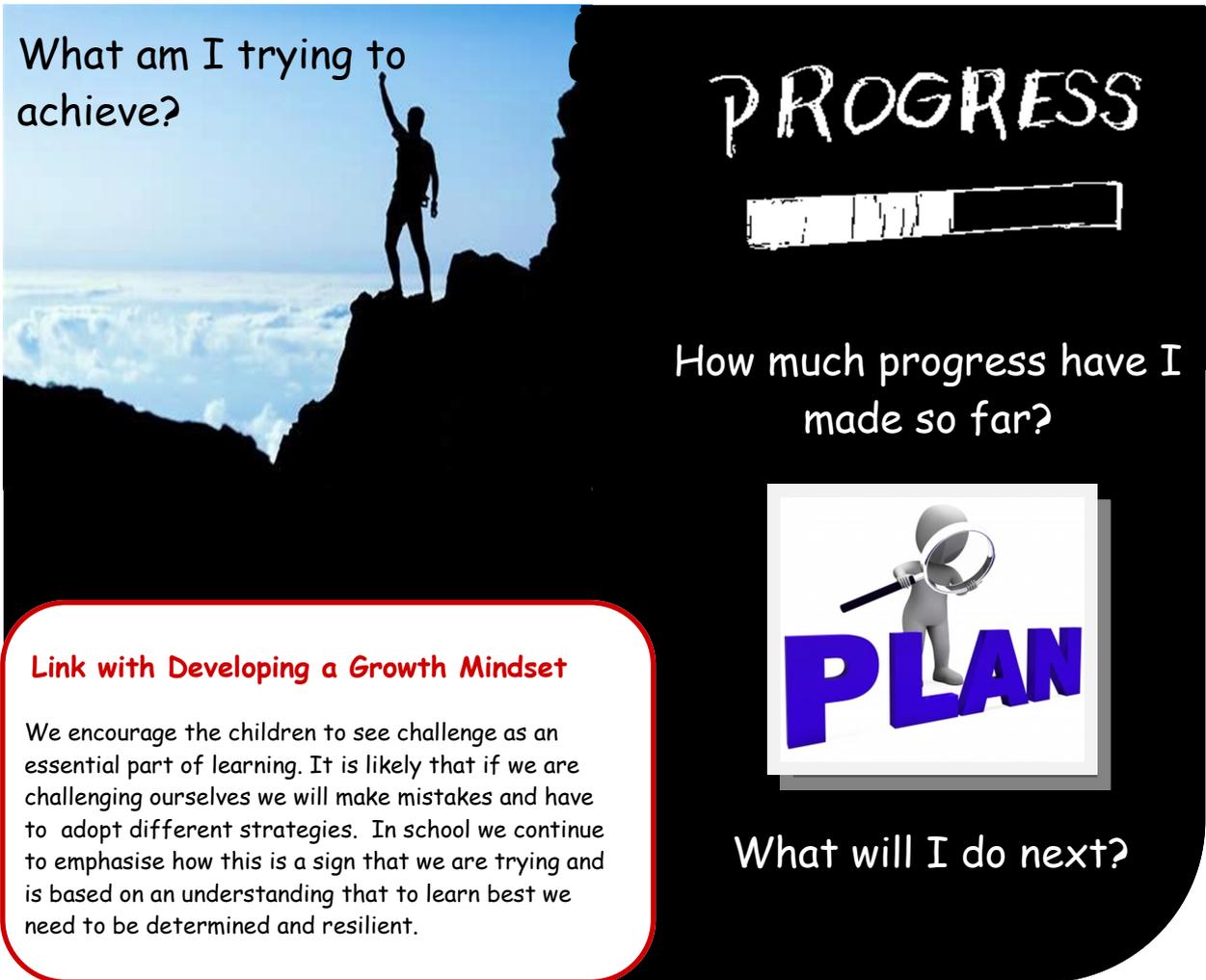
When talking about school or any learning situation, encourage your child to use the language of learning words that were sent home last term. (These can be found on our website too.)

Use the key questions listed below that we will be using this term which are aimed at helping children review their progress and develop next steps in their learning.



The more opportunities children have to talk about the process of learning the more skilled and confident they will become at understanding themselves as a learner.

What am I trying to  
achieve?



How much progress have I  
made so far?

## Link with Developing a Growth Mindset

We encourage the children to see challenge as an essential part of learning. It is likely that if we are challenging ourselves we will make mistakes and have to adopt different strategies. In school we continue to emphasise how this is a sign that we are trying and is based on an understanding that to learn best we need to be determined and resilient.



What will I do next?