PHS – Measuring Skills of Metacognition in our Pupil Premium Cohort

Aim: To effectively measure skills of metacognition and self-regulation within our Pupil Premium cohort on order to map the impact of whole school teaching and learning strategies aimed at improving Pupil Premium progress.
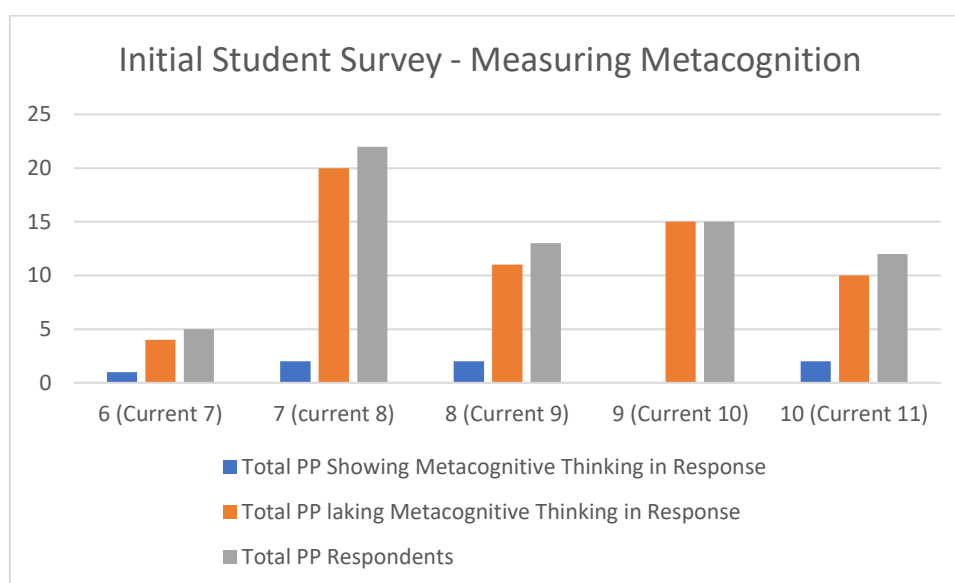
Method: Whole school student survey at three key review points, Summer term 2021, Spring Term 2022, Autumn Term 2022.

Students asked 4 key questions taken from 'Addressing Educational Disadvantage in Schools and Colleges' – Marc Rowland (2021). A content analysis of responses utilising responses to these questions.

How do you ensure that you are successful in your learning?	
Less regulated response: • I don't muck about	More regulated response: • I ask for a better explanation.
How do you know that you have been successful in your learning?	
Less regulated response: • I do well in a test • I get a good grade • I wrote a lot • My lessons are fun • I get rewards	More regulated response: • I understood the teacher's explanation • I checked my answers • I used the example the teacher used on the board • I asked a friend to check through my work • I have asked questions
What do you do when you find a task difficult?	
Less regulated response: • I put my hand up and wait for the teacher • I get embarrassed	More regulated response: • I look at the example the teacher has used • I use the times tables grid to help • I ask questions • I go back through my book • My teacher asks someone to give an explanation about how they got the answer
What more could teachers do to support your learning?	
Less regulated response: • Make lessons more fun • Give you rewards	More regulated response: • Slow down • Give clearer explanations • Encourage me to ask questions • Tell me to be independent when I haven't understood • Get pupils to explain how they got the answer • Not sit me by my friends.

Initial Findings:

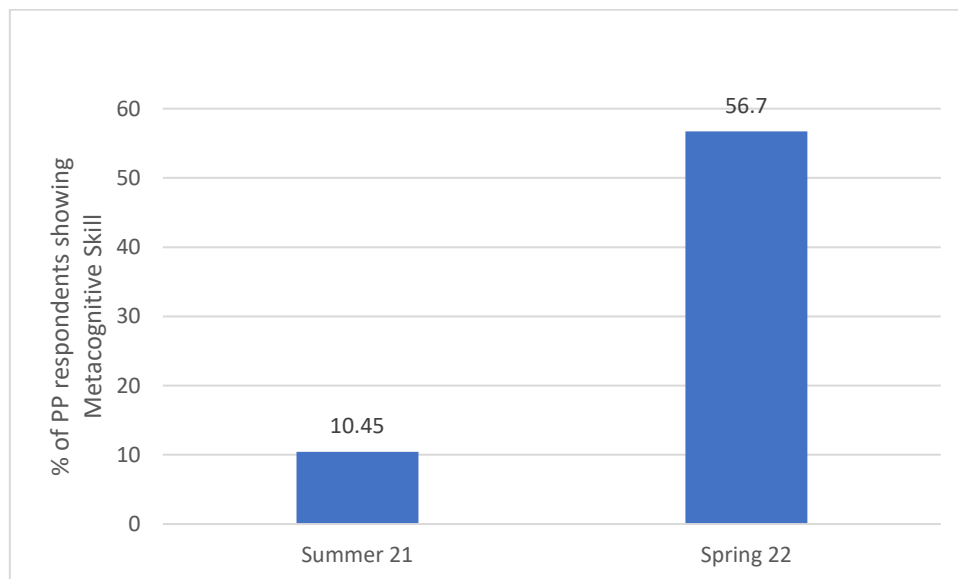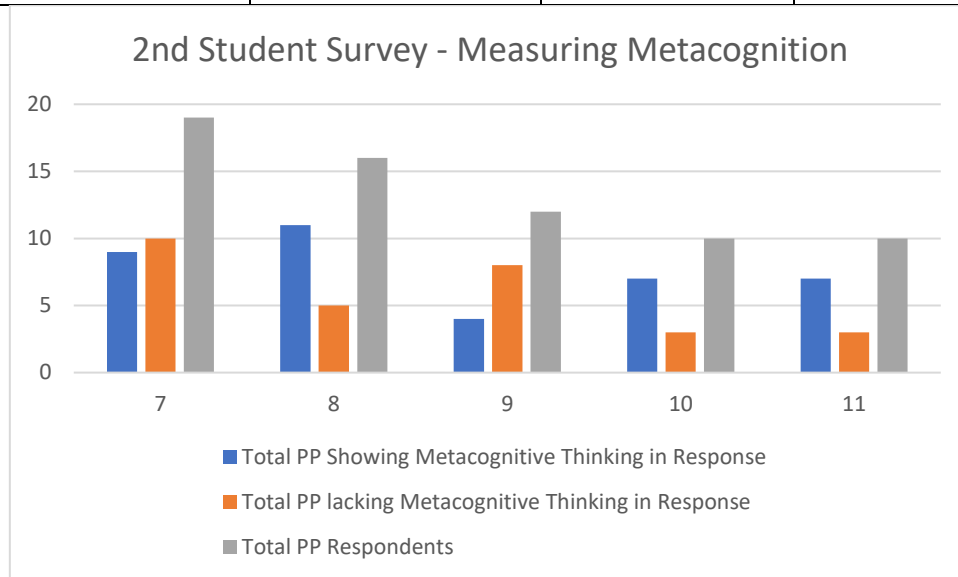| Year Group	Total PP Showing Metacognitive Thinking in Response	Total PP lacking Metacognitive Thinking in Response	Total PP Respondents
6 (Current 7)	1	4	5
7 (current 8)	2	20	22
8 (Current 9)	2	11	13
9 (Current 10)	0	15	15
10 (Current 11)	2	10	12

Actions following initial student survey:

- Cohorts Newsletter and T&L Video focus for staff on effective responses to the 4 core questions June 2021
- Development of PHS Metacognition Toolkit – sharing of core strategies within wider school T&L monthly CPD
- T&L focus on students having skills to 'Take Control of Their Learning'
- Directors of Learning meeting reviewing responses to student survey from Top 3 concerns in SEND and PP Cohort (November 2021) and department strategies to promote metacognitive skill in SOL and classroom practice.
- Department briefing reviewing impact of strategy for Top 3 SEND and PP Concerns (8th December 21 KS4, 21st December 21 KS3 – Year 9 focus)
- Cohorts Newsletter focussed on staff feedback for effective strategies, sharing good practice across school – January 2022
- Focussed assembly for each year group on approach to learning December 2021 – Healthy Learning Habits
- Action Research group of Pupil Premium Champions focussed solely on skills of metacognition across teams.

Mapping Progress (Second Survey Results – March 22)

- 69/111 Pupil Premium Students responded.

Year Group	Total PP Showing Metacognitive Thinking in Response	Total PP lacking Metacognitive Thinking in Response	Total PP Respondents
7	9	10	19
8	11	5	16
9	4	8	12
10	7	3	10
11	7	3	10

2nd Student Survey - Measuring Metacognition

Example Positive Responses - How do you make sure that you are successful in your learning?

- Writing up notes when I get home, doing practise questions
- Checking my progress throughout the year
- I revise/test myself and listen
- My rereading and making sure I understand it
- I revise and if I get the question right or find it really easy I know I have learnt something.

Example Concerning Responses - How do you make sure that you are successful in your learning?

- Trying my hardest and listening
- I be good
- Listening carefully to teachers and classmates
- I make sure I finish the task and listen to my teacher
- Go to school everyday
- Visual learning