

MEET THE  
TEACHER



# Metacognition

I think about my thinking!



- Self regulating
- Self motivation
- Knowing strategies

- I'm thinking...
- I'm noticing...
- I'm wondering....
- I'm seeing...
- I'm feeling...



# The end goal



## 9 Questions to Improve Metacognition

by @Inner\_Drive  
[www.innerdrive.co.uk](http://www.innerdrive.co.uk)

### Before

- ▶ Is this similar to a previous task?
- ▶ What do I want to achieve?
- ▶ What should I do first?

### During

- ▶ Am I on the right track?
- ▶ What can I do differently?
- ▶ Who can I ask for help?

### After

- ▶ What worked well?
- ▶ What could I have done better?
- ▶ Can I apply this to other situations?

# This year's priorities for improvement

- Reading
- Problem solving in Maths

Our end of KS2 results are below national level in these 2 areas.

What are we going to do about it?

School & Home partnership:

Child & parent & teacher



# Reading

Reading for pleasure has a very positive impact on educational performance.

The UK government's Education Research Standards Team tells us:

*“Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.”*

# Facts

- According to the Department of Education, the more students read or are read to for fun on their own time and at home, the higher their reading scores, generally.
- Repetition is also important to helping dyslexic **children** overcome their challenges. Similarly, talking about what they **read** and/or heard can help them better understand what they've **read** and increase comprehension skills.
- An analysis of more than 9.9 million students found that only those students who **read** 15 minutes or more per day made accelerated **reading** gains

# Our actions

SCHOOL	HOME
<p>Characters to develop understanding of reading skills.</p> <p>Guided reading lessons</p> <p>Whole class reading lessons</p> <p>Use the school library</p> <p>Class book corners</p> <p>Support for struggling &amp; reluctant readers and challenge for able readers</p> <p>Read class stories to the children</p> <p>Reward the 'High 5 readers'</p>	<p>Support the <b>'High 5' Reading Challenge</b></p> <p>Let your child listen to you read.</p> <p>Help them to enjoy reading.</p>



# 'High 5' Reading Challenge

Aim: To develop a good reading routine for all children.

Child:

Read 5 times a week (10-15 mins):

Daily Monday-Thursday & once over the weekend.

Parents need to sign the reading record each day.

Children who do not read will stay in at playtime to read for 5 minutes – (not a punishment but rather, helping them to realise its importance).

# Maths Problem solving

- Active Maths with real life meaning:  
EG. What different coins can you use for 8p or 25p?  
How many jumps can you do in 10 seconds? Compare with your friends- what's the difference?
- 'Planet Education' –KS2 Active Maths sessions.  
Year 5 & 6- Autumn term  
Years 3 &4- Spring term
- Forest School sessions – learning through doing: measuring, timing, making, group problem solving activities- build a shelter.

# Our Actions

SCHOOL	HOME
<p>Daily Maths lessons</p> <p>Problem solving activities once a week</p> <p>KS1 Outdoor Maths sessions</p> <p>KS2: Forest school session for one half term</p> <p>KS2: Active Maths with 'Planet education' group</p>	<p>Practise counting forwards/ backwards.</p> <p>Practise time tables – know all by Year 4.</p> <p>Practical Maths at home: money, measuring, weighing etc.</p>

# Summary

- Reading: High 5 challenge -5 signatures a week
- Maths: Counting  
Times tables practise  
Practical fun activities
- Feedback – positive or negative.