



Evidence-based resources for home-supported learning

Plan, monitor and evaluate learning

Students who are able to plan, monitor and evaluate their own learning may experience a smoother adjustment to home-supported learning.

Approach summary

Metacognition and cognition (two elements of self-regulation), interact when students understand the learning task and in completing it, are able to apply what they understand about themselves and similar tasks.

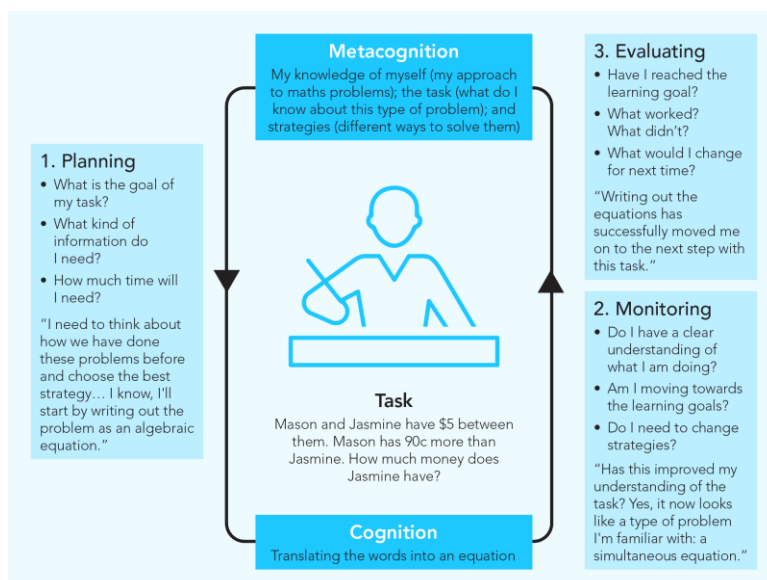
Teachers should consider the cycle of **plan**, **monitor** and **evaluate** when setting learning tasks and supporting students to complete them. In an expert learner, these processes are unconscious and automatic. In novice learners, however, it can be valuable to make them explicit.

Tips

- Help student to understand this a cycle, not a checklist, and that the questions can relate to any learning task.
- Provide practical tools, built into learning tasks, to prompt students into thinking through the stages of planning, monitoring and evaluating.

What should I consider?

- Have I designed tasks to prompt students to ask questions that will help them plan, monitor and evaluate at the level suited to them?
- For teachers of younger students: what platforms can I use to work through these processes with my students?
- How will I capture whether students are using these strategies while in home-supported learning?



This resource has been developed from our Guidance Report [Metacognition and self-regulated learning](#).