06 Check what helps

Aim

Review learning and complete midpoint check.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check. Use check C before teaching today; replace part of practice.

Model - make the thinking visible

"I tried the quiet space. Did it help, not help, or am I unsure?" All three answers are useful.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Continue/adapt/check with adult.
2. Try another safe support or ask adult.
3. No.
4. Helped/not yet/unsure or specific observation.
5. Trusted adult.

If pupils struggle

Use three response cards: helped / not yet / unsure.

Next challenge

Compare two supports across two fictional contexts.

Classroom link

Teacher records access to support as well as pupil response.

06 Check what helps

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A support helped a little. What next?

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2. A support did not help.

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3. Can everyone use the same strategy successfully?

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4. What could you record after trying a support?

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5. Who can help you review?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____