12 Use, review and share

Aim

Complete final check and agree a useful classroom cue.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check. Use check B before teaching today; allow time for review.

Model - make the thinking visible

Demonstrate describing a helpful strategy to the teacher using one real example, without comparing pupils.

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. Names or demonstrates a usable support.
2. Clear request.
3. All elements in order.
4. Matches work/actions to instruction.
5. Specific task and relevant support.

If pupils struggle

Adult offers a choice of two cues and records pupil preference.

Next challenge

Try the strategy with a different adult or subject.

Classroom link

Send the individual summary and agree one shared cue with the teacher.

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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. Show a support that helps you.

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2. Show how to ask for a repeat.

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3. Complete a two-step instruction chosen from session 10.

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4. Explain what you check at the end.

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5. Choose a classroom task for your strategy.

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

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