

SUPPORT WITHOUT DEPENDENCY

Notice the impact. Refine the support.



THE IDEA

Identify which support enables progress and test whether the learner can now perform with less of it.



IN THE CLASSROOM

Choose one completed teaching sequence and collect before-and-after learner evidence.

ACROSS SUBJECTS

Review one subject routine, then compare its use in another department before generalising.

HOW TO USE IT

1



Identify which support enables progress and test whether the learner can now perform with less of it.

2



Compare responses or participation before and after the routine.

3



Consider other factors and identify what the evidence cannot establish.

4



Retain, adapt or discontinue the support with a clear reason.

SUPPORT WITHOUT DEPENDENCY

A learner now links a claim to a data value without the sentence opening. This supports fading that prompt on a similar task; it does not establish independent performance in every genre.



WHY IT WORKS

Makes the support explicit, shared and open to review.



EAL UPGRADE

Keep the smallest support that remains useful and test transfer to a new task.



TRY IT TOMORROW

Can the decision be traced to learner evidence rather than enthusiasm for the activity?



TEACHER LANGUAGE

"Show the relationship and explain the choice you made."