PLAN TOGETHER, NOT BESIDE EACH OTHER

Build shared routines. Review the evidence.

THE IDEA

Plan one task together with shared criteria and complementary roles rather than preparing two parallel lessons.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Plan one task together with shared criteria and complementary roles rather than preparing two parallel lessons.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

PLAN TOGETHER, NOT BESIDE EACH OTHER

For a science conclusion, the subject teacher checks the mechanism while the EAL specialist plans language linking result, evidence and explanation. Both inspect whether learners use the link independently.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”