Use Student Voice on Task Access

Ask learners what helps them understand a task before they begin, then compare responses across classes.

10 min preparation | Staff planning and review

Before you begin

Choose one school procedure and identify what a teacher or family must actually do.

Use it in four steps

1. Ask learners what helps them understand a task before they begin, then compare responses across classes.
2. Name responsibility, resources and a realistic review point.
3. Trial the action in one setting and collect access or participation evidence.
4. Revise the procedure from the evidence and communicate the agreed practice.

Worked example: Use Student Voice on Task Access

Ask learners which word, instruction or response expectation blocked entry to a task. Compare that account with their work and trial one change; student voice informs the decision without replacing evidence.

Teacher prompt: “What action will happen, who owns it, and how will we check it?”

Review the evidence

Ask whether staff can describe the action and whether learners can access the task more independently.

Review and refine

Replace specialist-led reminders with a sustainable shared routine; retain review when evidence shows a barrier.

Apply in your setting

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

Adjust the language support

A1-A2 access: keep the subject goal; use visuals, a small word bank, pointing or drawing and partner rehearsal. Use a home language to establish meaning where helpful.

B1-B2 extension: ask for fuller explanations, precise subject vocabulary and qualifications. Reduce sentence openings when learners can organise the response independently.

These are starting points, not placement rules. Judge support from the learner’s response to this task; proficiency can differ across skills.