# Collect a Shared Shelf of Models

Collect anonymised examples of useful scaffolds, then tag each with year group and subject.

10 min preparation | Staff planning and review

## Before you begin

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

## Use it in four steps

1. Collect anonymised examples of useful scaffolds, then tag each with year group and subject.
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.

## Worked example: Collect a Shared Shelf of Models

Collect a small shared set of annotated responses showing explanation, comparison and evaluation. Record the task and why each model is useful so colleagues can select a relevant example.

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

## Review the evidence

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

## Review and refine

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

## Apply in your setting

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

## 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.