

Use a Fresh Example to Check Transfer

After practice, give a new context and ask learners to apply the same concept independently.

10 min preparation | Staff planning and review

Before you begin

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

Use it in four steps

1. After practice, give a new context and ask learners to apply the same concept independently.
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.

Worked example: Use a Fresh Example to Check Transfer

Use a fresh example with changed surface features and less support. After comparing copper and plastic, compare a new pair of materials using a consistent property; check that the criterion transfers.

Teacher prompt: "Show the relationship and explain the choice you made."

Review the evidence

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

Review and refine

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

Apply in your setting

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

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.