

SCIENCE

Experiment • explain • improve



SUBJECT DIALECT

Hybrid: written, practical and discursive.

1 SPACE

Safe conditions; equipment and success criteria ready.

2 VOICE

Correct, explain, rework, improve the method or re-attempt safely.

3 AUDIENCE

Read the correction or watch the practical response; check the science.

4 INFLUENCE

Change the next question, variable, model, scaffold or challenge.

R

R ONLY AFTER GENUINE AUDIENCE

A response is Voice. R closes the loop only after an adult genuinely reads, hears or watches it.

✓ GOOD USE

A learner repeats a reading at eye level. The adult watches, checks precision and introduces uncertainty.

ASK "What does your evidence show - and what should we test next?"

× NOT YET

R is added because a second value appears, but nobody checks the method.

WHY A changed number is not a checked method.

HELPFUL TEACHER MOVES

1 One precise next step

2 Protect response time

3 Use the least loaded mode

4 Let the response change what comes next

Ask yourself: What did the learner do? How did I receive it? What changed next?

SPACE → VOICE → AUDIENCE → INFLUENCE

SCAN FOR THE FULL GUIDE



ENGLISH

Read • craft • refine



SUBJECT DIALECT

Book-based, with oral and creative episodes.

1 SPACE

Accessible text, clear model and protected response time.

2 VOICE

Edit, redraft, rehearse orally or strengthen an inference.

3 AUDIENCE

Read or hear the response and engage with meaning, not just accuracy.

4 INFLUENCE

Change the model, question, scaffold, vocabulary or next redraft.

R

R ONLY AFTER GENUINE AUDIENCE

A response is Voice. R closes the loop only after an adult genuinely reads, hears or watches it.

✓ GOOD USE

A learner adds evidence to explain hesitation. The adult reads the link and probes motive.

ASK "How did this change strengthen your meaning?"

× NOT YET

Every technical error is corrected, obscuring the intended learning.

WHY Over-correction drowned the meaning the learner voiced.

HELPFUL TEACHER MOVES

1 One precise next step

2 Protect response time

3 Use the least loaded mode

4 Let the response change what comes next

Ask yourself: What did the learner do? How did I receive it? What changed next?

SPACE → VOICE → AUDIENCE → INFLUENCE

SCAN FOR THE FULL GUIDE



MATHEMATICS

Reason • rework • transfer



SUBJECT DIALECT

Predominantly book-based, with modelled and practical episodes.

1 SPACE

Calm conditions, visible method and manageable question set.

2 VOICE

Correct a step, rework, represent or explain an alternative method.

3 AUDIENCE

Check the reasoning and locate the misconception - not just the answer.

4 INFLUENCE

Choose the next example, representation, scaffold or variation.

R

R ONLY AFTER GENUINE AUDIENCE

A response is Voice. R closes the loop only after an adult genuinely reads, hears or watches it.

✓ GOOD USE

A learner realigns place values. The adult checks the method and gives a transfer question.

ASK "Talk me through the step you changed."

× NOT YET

R is added only because the final answer is correct.

WHY A right answer can still hide a wrong method.

HELPFUL TEACHER MOVES

1 One precise next step

2 Protect response time

3 Use the least loaded mode

4 Let the response change what comes next

Ask yourself: What did the learner do? How did I receive it? What changed next?

SPACE → VOICE → AUDIENCE → INFLUENCE

SCAN FOR THE FULL GUIDE



HUMANITIES

Evidence • explain • interpret



SUBJECT DIALECT

Hybrid: written, discursive and fieldwork.

1 SPACE

Accessible sources, safe discussion and clear chronology or context.

2 VOICE

Improve an explanation, inference, map skill, fieldwork action or judgement.

3 AUDIENCE

Receive the reasoning and check how evidence has been used.

4 INFLUENCE

Select the next source, question, scaffold or interpretation.

R

R ONLY AFTER GENUINE AUDIENCE

A response is Voice. R closes the loop only after an adult genuinely reads, hears or watches it.

✓ GOOD USE

A learner compares two sources. The adult receives the reasoning and introduces a conflicting source.

ASK "Which evidence changed your judgement?"

× NOT YET

Unsupported opinion is treated as a completed response.

WHY Voice without evidence was closed as if audenced.

HELPFUL TEACHER MOVES

1 One precise next step

2 Protect response time

3 Use the least loaded mode

4 Let the response change what comes next

Ask yourself: What did the learner do? How did I receive it? What changed next?

SPACE → VOICE → AUDIENCE → INFLUENCE

SCAN FOR THE FULL GUIDE



PE & OUTDOOR EDUCATION

Perform • observe • adapt



SUBJECT DIALECT

Practical and physical.

1 SPACE

Safe timing, clear boundaries and private correction when needed.

2 VOICE

Correct the movement, rep, route, teamwork action or tactical choice.

3 AUDIENCE

Watch the re-attempt and respond to what actually happened.

4 INFLUENCE

Change the next cue, support, route, equipment or challenge.

R

R ONLY AFTER GENUINE AUDIENCE

A response is Voice. R closes the loop only after an adult genuinely reads, hears or watches it.

✓ GOOD USE

A learner changes foot placement. The adult watches the rep and progresses to target placement.

ASK "Show me the cue in your next attempt."

× NOT YET

A worksheet or photograph is created for every live coaching moment.

WHY Evidence-hunting replaced watching the actual re-attempt.

HELPFUL TEACHER MOVES

1 One precise next step

2 Protect response time

3 Use the least loaded mode

4 Let the response change what comes next

Ask yourself: What did the learner do? How did I receive it? What changed next?

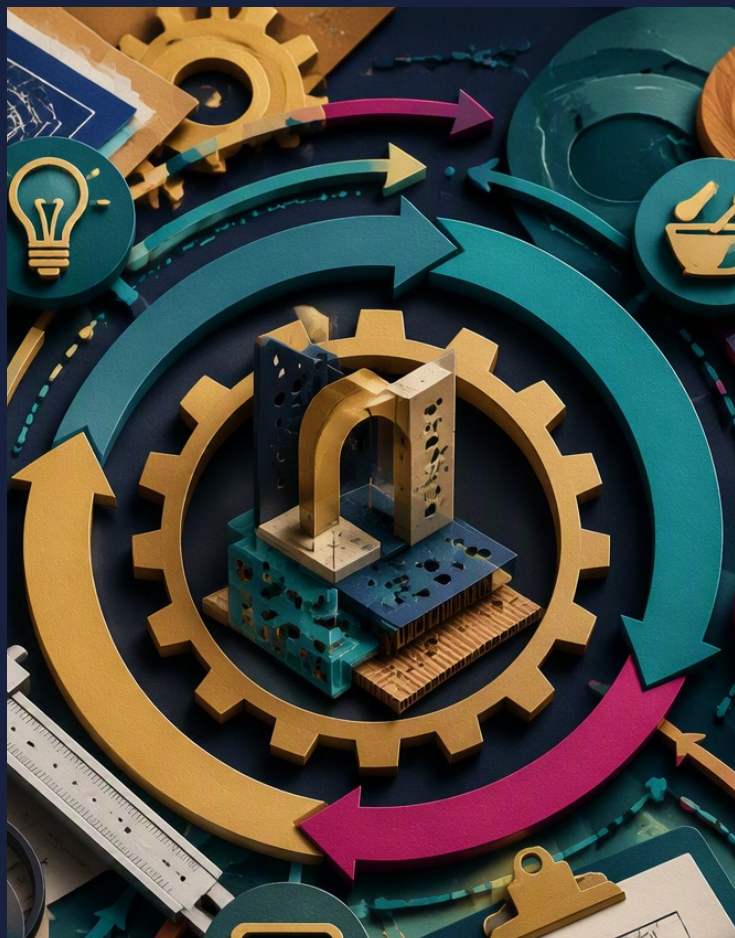
SPACE → VOICE → AUDIENCE → INFLUENCE

SCAN FOR THE FULL GUIDE



D&T & FOOD

Make • test • refine



SUBJECT DIALECT

Practical, technical and book-based.

1 SPACE

Safe workstation, equipment checks, clear demonstration and hygiene.

2 VOICE

Use a safer cut, improved joint, adjusted setting, recipe or prototype.

3 AUDIENCE

Observe the change and check the technical understanding.

4 INFLUENCE

Change the next process, tool, specification or quality-control decision.

R

R ONLY AFTER GENUINE AUDIENCE

A response is Voice. R closes the loop only after an adult genuinely reads, hears or watches it.

✓ GOOD USE

A learner reduces heat and stirs continuously. The adult observes and probes viscosity.

ASK "What changed in the process or product?"

× NOT YET

Safe practical flow is interrupted merely to create evidence.

WHY The record mattered more than the making.

HELPFUL TEACHER MOVES

1 One precise next step

2 Protect response time

3 Use the least loaded mode

4 Let the response change what comes next

Ask yourself: What did the learner do? How did I receive it? What changed next?

SPACE → VOICE → AUDIENCE → INFLUENCE

SCAN FOR THE FULL GUIDE



ART

Explore • create • develop



SUBJECT DIALECT

Creative; personal style and identity are respected.

1 SPACE

Sensitive timing; feedback addresses work, process and intention.

2 VOICE

Make a study, experiment, compositional change or final refinement.

3 AUDIENCE

Compare versions and discuss the learner's intention.

4 INFLUENCE

Change the next material, technique, composition or artist reference.

R

R ONLY AFTER GENUINE AUDIENCE

A response is Voice. R closes the loop only after an adult genuinely reads, hears or watches it.

✓ GOOD USE

A learner increases focal contrast. The adult compares studies and discusses intention.

ASK "Which version best supports your intention?"

× NOT YET

Personal expression is graded according to adult taste.

WHY Audience judged taste instead of the learner's intention.

HELPFUL TEACHER MOVES

1 One precise next step

2 Protect response time

3 Use the least loaded mode

4 Let the response change what comes next

Ask yourself: What did the learner do? How did I receive it? What changed next?

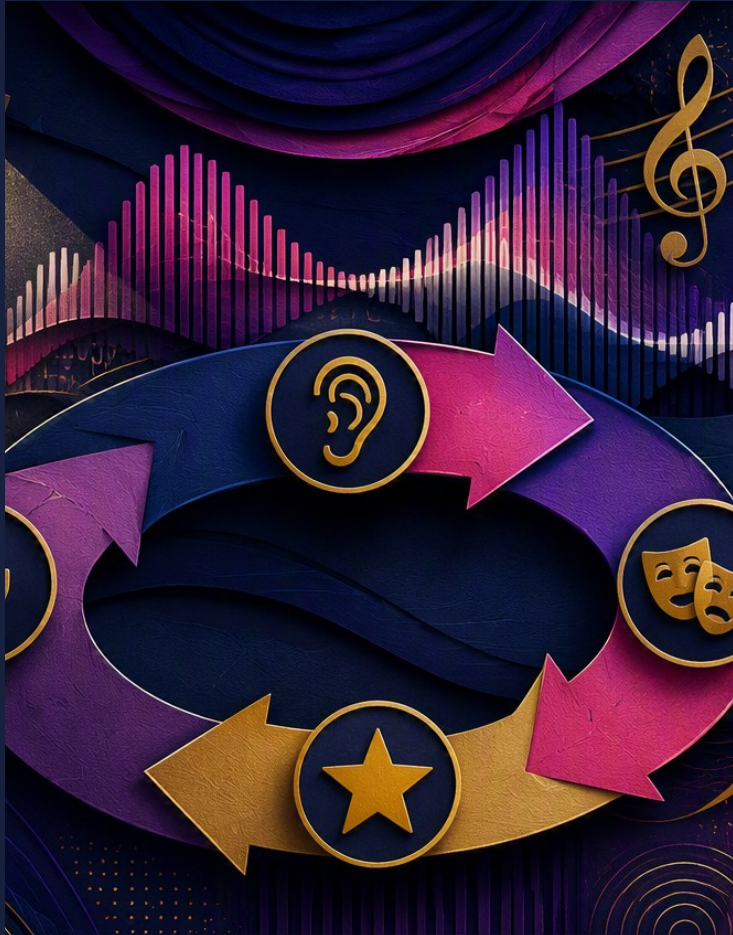
SPACE → VOICE → AUDIENCE → INFLUENCE

SCAN FOR THE FULL GUIDE



MUSIC & DRAMA

Rehearse • perform • shape



SUBJECT DIALECT

Creative and performance-based.

1 SPACE

Emotionally safe rehearsal climate and a manageable cue.

2 VOICE

Make a second take; alter timing, dynamics, characterisation or staging.

3 AUDIENCE

Watch or listen to the full response and name the change.

4 INFLUENCE

Change the rehearsal target, role, technical cue or challenge.

R

R ONLY AFTER GENUINE AUDIENCE

A response is Voice. R closes the loop only after an adult genuinely reads, hears or watches it.

✓ GOOD USE

A learner retries a transition at half tempo. The adult listens and restores tempo gradually.

ASK "What changed in the second take?"

× NOT YET

Every creative moment is interrupted for coding or filming.

WHY Capturing the take replaced listening to it.

HELPFUL TEACHER MOVES

1 One precise next step

2 Protect response time

3 Use the least loaded mode

4 Let the response change what comes next

Ask yourself: What did the learner do? How did I receive it? What changed next?

SPACE → VOICE → AUDIENCE → INFLUENCE

SCAN FOR THE FULL GUIDE



PSHE & RSHE

Distance • reason • safeguard



SUBJECT DIALECT

Discursive, with a safeguarding firewall.

1 SPACE

Use distancing, scenarios, right to pass and anonymous questions.

2 VOICE

Give safe scenario advice, revisit a concept or ask anonymously.

3 AUDIENCE

Hear the whole answer or answer the class question box.

4 INFLUENCE

Let misconceptions shape the next explanation; never trace anonymous Voice.

R

R ONLY AFTER GENUINE AUDIENCE

A response is Voice. R closes the loop only after an adult genuinely reads, hears or watches it.

✓ GOOD USE

Scenario advice adds a trusted adult and support route; the next scenario tests emergency help.

ASK "What could the character do next - and why?"

× NOT YET

A disclosure is coded, photographed or investigated as learning evidence.

WHY Safeguarding, not evidence — disclosures leave the loop entirely.

HELPFUL TEACHER MOVES

1 One precise next step

2 Protect response time

3 Use the least loaded mode

4 Let the response change what comes next

Ask yourself: What did the learner do? How did I receive it? What changed next?

SPACE → VOICE → AUDIENCE → INFLUENCE

SCAN FOR THE FULL GUIDE



RE & CITIZENSHIP

Compare • reason • evaluate



SUBJECT DIALECT

Discursive and book-based.

1 SPACE

Respectful norms, balanced presentation and a clear right to pass.

2 VOICE

Compare evidence, improve an argument or give a reasoned judgement.

3 AUDIENCE

Receive the reasoning; check evidence, balance and misconception.

4 INFLUENCE

Change the next source, counterargument, concept or case study.

R

R ONLY AFTER GENUINE AUDIENCE

A response is Voice. R closes the loop only after an adult genuinely reads, hears or watches it.

✓ GOOD USE

A learner adds a contrasting viewpoint. The adult introduces a case that complicates both.

ASK "What evidence supports that viewpoint?"

× NOT YET

A learner is required to defend a personal belief.

WHY Space failed — beliefs are not assessable positions.

HELPFUL TEACHER MOVES

1 One precise next step

2 Protect response time

3 Use the least loaded mode

4 Let the response change what comes next

Ask yourself: What did the learner do? How did I receive it? What changed next?

SPACE → VOICE → AUDIENCE → INFLUENCE

SCAN FOR THE FULL GUIDE



I CAN SHOW MY LEARNING

Safe • simple • supported



FEEDBACK IS A CHANCE TO SHOW WHAT YOU CAN DO NEXT

Writing • speaking • pointing • choosing • demonstrating • trying again

1

GET READY

I feel safe and calm. I have what I need.

2

HAVE A GO

I fix it, say it, point, choose or try again.

3

SHOW AN ADULT

An adult really looks, listens or watches.

4

WHAT HAPPENS NEXT

My next job or help changes because of my response.

R

THE LOOP CLOSES AFTER AN ADULT REALLY LOOKS, LISTENS OR WATCHES.

Your attempt matters. R means your response has been genuinely received.

USE YOUR VOICE

"Can you watch me try again?"

"I need help to start."

"I did my next step."

✓ CLOSED LOOP

You try again. An adult watches and gives the next cue.

🔄 KEEP IT OPEN

You tried again, but nobody has checked yet. That is Voice - keep the loop open.

REMEMBER

Getting it wrong first is allowed. Asking for help is Voice. Your response should matter.

SPACE → VOICE → AUDIENCE → INFLUENCE → then the loop starts again

I OWN MY FEEDBACK

Respond • be heard • move forward



FEEDBACK IS A CHANCE TO SHOW WHAT YOU CAN DO NEXT

Writing • speaking • pointing • choosing • demonstrating • trying again

1

SPACE

I am ready and have enough time and support.

2

VOICE

I correct, rework, explain, show or try again.

3

AUDIENCE

My teacher genuinely checks my response.

4

INFLUENCE

What I showed changes the next question, help or challenge.

R

THE LOOP CLOSES AFTER AN ADULT REALLY LOOKS, LISTENS OR WATCHES.

Your attempt matters. R means your response has been genuinely received.

USE YOUR VOICE

“What is my one next step?”

“Can you check my response?”

“What changed because of my answer?”

✓ CLOSED LOOP

You correct the method and explain it. The teacher checks and gives a transfer question.

🔄 KEEP IT OPEN

You copy a model without understanding it, or R appears before checking.

REMEMBER

Getting it wrong first is allowed. Asking for help is Voice. Your response should matter.

SPACE → VOICE → AUDIENCE → INFLUENCE → then the loop starts again

TURN FEEDBACK INTO PROGRESS

Act • check • adapt • remember



FEEDBACK IS A CHANCE TO SHOW WHAT YOU CAN DO NEXT

Writing • speaking • pointing • choosing • demonstrating • trying again

1

SPOT THE GAP

Use feedback, criteria or a mark scheme to locate the issue.

2

RESPOND

Correct, redraft, rework, rehearse or improve.

3

GET AUDIENCE

Ask for genuine checking against the standard - not a tick.

4

USE THE PATTERN

Let closed loops guide revision and the next target.

R

THE LOOP CLOSES AFTER AN ADULT REALLY LOOKS, LISTENS OR WATCHES.

Your attempt matters. R means your response has been genuinely received.

USE YOUR VOICE

“Which mark did this change earn?”

“What pattern is in my next steps?”

“What should I practise next?”

✓ CLOSED LOOP

You redraft one paragraph. The teacher checks it against the criteria and targets a new gap.

🔄 KEEP IT OPEN

You change words only to make the page look different, without checking improvement.

REMEMBER

Getting it wrong first is allowed. Asking for help is Voice. Your response should matter.

SPACE → VOICE → AUDIENCE → INFLUENCE → then the loop starts again