

Claim-evidence-revision planning record

A two-page lesson record for one fair test of an idea. Use it to plan teaching, not to diagnose a learner's private state.

Boundary: aim for a clear claim, a fair comparison, a sound account and a later use check. Do not aim to cause shame, stress, public conflict or "productive discomfort".

1. Context and learning goal

Class / subject

Date / teacher

Age / setting

Review date

What should learners be able to explain or use?

What will count as transfer?

2. Current claim and likely source

Current claim, model or prediction

Where might it come from?

☐ Prior lesson ☐ Everyday rule ☐ Language meaning ☐ Trusted source ☐ Identity or value may be relevant ☐ Unknown

3. Access and safety check

☐ Private response route ☐ Wait time ☐ EAL language checked ☐ AAC / communication route
☐ Visual, motor or sensory access ☐ No forced personal disclosure ☐ No public ranking or confession
☐ Factual goal separated from value question ☐ Pastoral / SEND / safeguarding route known if distress appears

Adjustment or risk to plan for

4. Fair evidence comparison

Evidence, test, source or case

Why does it separate the two accounts?

Quality check: Is the source sound? Is the test fair? Can learners see and make sense of the result?

5. Teach the competing account

Plain account or model

Example and non-example

Observe, revise and check use

Write what was said, made or done. "Learner says the test was too short" is an observation. "Learner is defensive" is an inference.

6. Five-stage lesson record

Stage	Teacher prompt or action	What the learner said, made or did	Access or support used
Elicit			
Compare			
Explain			
Revise			
Check			

7. If the evidence was rejected

What was challenged?

- ☐ Result ☐ Source
☐ Method ☐ Inference
☐ New account

Was the challenge sound?

What check did the class use?

Next fair test

What would help decide?

8. Transfer check

New or delayed case

Account used and evidence shown

9. Learner view

Choose a route: talk, write, draw, point or use AAC.

"What did you think at first?" "Which fact changed or did not change your view?"

"What still does not fit?" "What would be a fair next check?"

10. Teaching decision

- ☐ Keep the sequence ☐ Teach the new account more clearly ☐ Improve the test or source
☐ Add language / access support ☐ Remove public commitment ☐ Use a better transfer task
☐ Pause and use SEND / pastoral / safeguarding support ☐ Accept that the evidence does not decide the value question

Evidence for the decision

Action owner and review date

Do not record: "in cognitive dissonance", "irrational", "in denial" or "resistant personality". Record the claim, reason, source, support, teaching and later use.