

Group-work planning and observation record

A two-page, non-diagnostic tool for teachers, SENCOs and school leaders.

Use: design a group task in which each learner can shape the work, then record what happened without assigning motives. This form does not diagnose social loafing.

1. Learning purpose

Class / subject

Date / teacher

Group / learners

Review point

What must learners know or be able to do?

Why does this learning need a group?

2. Three task links

EFFORT
Can each learner see how their work can improve the group result?

OUTCOME
Will a better group result lead to useful feedback, a decision or a valued product?

VALUE
Is that outcome clear, fair and worth the work for this group?

3. Access before accountability

☐ Task language checked

☐ Key knowledge taught

☐ Materials and screens accessible

☐ Communication routes planned

☐ Response time planned

☐ Sensory and motor demands checked

☐ Assistive technology ready

☐ Grouping / peer access checked

☐ Learner view sought where useful

Access adaptation or communication route

4. Make the work mutually necessary

Learner	Needed input or knowledge	Route into the task	How it must connect to the group decision

5. Evidence plan

BEFORE
Prediction, source note, sketch, question or plan from each learner.

DURING
Decision log, draft, explanation, observation or midpoint check.

AFTER
Group product plus a brief check of what each learner knows.

Midpoint evidence and next action

Record actions, barriers and task conditions. “No edit in the shared file” is an observation. “Lazy” or “social loafer” is an inference.

6. Midpoint check

Learner	What has shaped the work?	What is the next dependency?	Access or coordination issue?	Agreed next action

7. Neutral observation log

Time / stage	What was seen or heard?	Possible task explanation to test	Evidence or conversation needed

8. Conversation prompts

“Which part have you influenced?”

“What is making the next input hard?”

“Which part of the group plan depends on you?”

“What needs to change so you can act?”

9. Fair assessment map

GROUP PRODUCT

WHAT EACH LEARNER KNOWS

PROCESS EVIDENCE

10. Decision

☐ Keep the task

☐ Clarify the goal

☐ Repair access

☐ Change the group size

☐ Reconnect the roles

☐ Add an individual knowledge check

☐ Address an unmet duty

☐ Use normal pastoral / SEND / safeguarding route

☐ Review on: _____

Evidence for the decision

Action owner and next check

Boundary: edit histories, word counts, silence and response speed can prompt a question. They cannot prove effort or motive. Peer reports are useful but not foolproof.