

12 Plenary Routines

Exit tasks that show what learners know, not how they feel. Each one carries the words to say and what the answers tell you. Pick by what you taught and how long you have.

PLENARY ROUTINES · ONE PAGE

TAUGHT A FACT 1, 2, 3, 5, 6, 10	TAUGHT A CONCEPT 1, 2, 3, 7, 8, 10, 12	TAUGHT A SKILL 1, 2, 4, 5, 7, 11	TAUGHT A PROCESS 1, 2, 4, 9, 11
1 Hinge question, four options 2 min One multiple-choice question where each wrong option means a different misunderstanding. Every learner shows A, B, C or D at the same time. Say <i>Show me on three. Now tell your partner why the option next to yours is wrong.</i> You get The option chosen tells you which misunderstanding is still there, so you reteach the cause rather than repeat the definition.	2 Confidence with a reason 2 min Red, amber or green on a whiteboard, and under it one sentence starting with because. A colour with no reason does not count. Say <i>Show me your colour. Under it, one sentence that starts with because.</i> You get Greens with a weak reason are the learners to check first tomorrow. A bare thumbs-up tells you how they feel, not what they know.	3 One-minute paper 2 min Sixty seconds of writing on two prompts: the most important idea from today, and the one question still open. Say <i>One minute. The most important idea from today, and one question you still have. Go.</i> You get Read the questions, not the summaries. The same question on six papers is the gap in your explanation.	4 Finish the worked example 2 min A worked example with one step blanked out. Learners write the missing step and, beside it, what that step is for. Say <i>One step is missing. Write it in, and next to it write what that step does.</i> You get Blank the step you suspect they skip. Vague labels mean the procedure is being copied, not understood.
5 Exit ticket, one question 5 min One question on a slip, answered alone, name on, handed to you at the door. Say <i>One question, your own answer, no talking. Hand it to me on the way out.</i> You get Sort into three piles as you collect: secure, partial, misconception. The partial pile is tomorrow's starter.	6 3-2-1 spaced retrieval 5 min Three questions on today, two on last lesson, one on something from a fortnight ago. Books closed. Say <i>Three from today, two from last time, one from a fortnight ago. Books closed, this is retrieval.</i> You get The one from a fortnight ago tells you whether the earlier idea has lasted. Today's three only tell you it was heard.	7 Explain the wrong answer 5 min Put up a wrong answer that looks reasonable. Learners write why someone might think it, then what that person has missed. Say <i>This is wrong. Why might a sensible person think it? Then write what they have missed.</i> You get A learner who can say why the wrong answer is tempting has found the edge of the idea. One who cannot has memorised past it.	8 Reduce it: 20, 10, 3 5 min Summarise the idea in twenty words, then cut it to ten, then to three. Each cut keeps what matters most. Say <i>Twenty words. Now cut it to ten. Now three. What survived?</i> You get The three-word version shows which terms they think carry the idea. If the key term is missing, it did not land.
9 Order the steps 5 min The steps of the process on strips, shuffled. Pairs put them in order and justify one of the joins. Say <i>Put these in order. Then tell me why step three has to come before step four.</i> You get The join they cannot justify is where the process is a list to them rather than a chain.	10 Write the question 10 min Each learner writes one question that today's lesson answered, swaps with a partner, and answers the one they receive in full. Say <i>Write a question this lesson answered. Swap. Answer the one you have been given, in full.</i> You get The questions show what they think the lesson was about. The answers show who it landed for.	11 Teach it back 10 min A explains the process to B without notes. B checks each step against the board and stops A at the first miss. Say <i>A, teach it. B, stop them the moment a step is missing or out of order.</i> You get Listen at four pairs. The step that gets stopped at most often is the step to reteach.	12 Link it to last week 10 min Two boxes: today's idea and one from last week. Learners draw the arrow between them and write the sentence that joins them. Say <i>Today's idea in one box, last week's in the other. Draw the arrow and write what it means.</i> You get An arrow with no sentence is a guess. The sentence shows whether the two ideas are one schema or two separate facts.

Before you leave the room Sort what comes back into three piles: secure, partial, misconception. The partial pile is tomorrow's starter. A misconception held by a third of the class is a reteach before anything new. A plenary that changes nothing tomorrow was a tidy ending, not assessment.