

What it looks like in practice

Eight routines from UK and US posts on X between 17 Sep 2024 and 17 Sep 2026. Each row is a claim, labelled reported practice, practitioner claim or objection. The evidence column is a fetched page or a named paper, not the post. UK and US stay on the row. The live article already covers hugging, bridging, varied examples and “where else could you use this?”. These rows add the live maths-to-science triangle fight, history Frayer models, Bridge Practice, and a spiral station that the class ignored.

ROUTINE	TEACHER MOVE	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS	REPORTED BY
Ban the triangle after talking to maths ● reported practice	Check with the maths department. If rearranging is already taught in Year 7, do not offer a formula triangle in science. Keep the algebra.	No triangle on the science board. Density, speed or $v = u + at$ written as make-x-the-subject, the same move as last year's maths.	Southall (2016), <i>School Science Review</i> 97(360), 49 to 53, Huddersfield eprints, fetched : the triangle “should not be the first port of call”. He does not ban it. This row is a department agreement, not a trial.	“From speaking with the maths department, rearranging is a maths skill taught in Yr7” @jamiewebb800 · 2 Mar 2026 · UK
Density triangle still on the board ● reported practice	In mock season, teach density, mass and volume with a table, and still use a formula triangle with that group.	A GCSE density table and a triangle in the same lesson. The two departments have not agreed.	The disagreement with the row above is the finding. Southall (2016, p. 52, fetched): useful once the algebra is understood; not a first move. No UK trial of banning triangles sat in this listen.	“And yes... this group do use a formula triangle” @gcsemathstutor · 10 Nov 2025 · UK
Year 8 Frayer as history literacy ● reported practice	Use Frayer models and guided reading inside history, then ask the class to write like historians. Do not sell a travelling comprehension strategy.	Year 8 sheets labelled as subject literacy, not as a generic reading skill that will reappear in science unaided.	Newcastle Research School, 23 Feb 2026 (@NcleRSN · 23 Feb 2026 · UK): this is not general literacy skills; reading sits inside doing the subject. EEF Metacognition guidance, second edition, 13 Nov 2025, Recommendation 2 (fetched): strategies are best taught with specific content and tasks. Reported, not trialled.	“Year 8 students have been using frayer models and guided reading to strengthen subject-specific literacy in history.” @StCuthbertsHis · 1 May 2025 · UK
Do not plan for transfer ● objection	Keep transfer off the planner except as something to exclude. Teach the science. Do not write a far-transfer objective.	No “apply in another subject” box on the scheme. The triangle fight still sits next door, unplanned.	The replies disagree, which is the finding. Perkins and Salomon (1988), hugging and bridging (Harvard ALPS page, fetched via archive), are the article's counter: you can plan near transfer by changing the surface. Boxer is arguing you cannot plan far transfer. Neither side ran a classroom trial in this window.	“I dont think its an important concept when planning for learning (except to exclude it, i.e. I am not planning for transfer)” @adamboxer1 · 22 Aug 2026 · UK
Ask where this would apply ● practitioner claim	In retrieval, do not only ask what X is. Also ask which situation best illustrates X, or where this would apply.	A hinge question that names a new context, not a definition restated in the same sentence stem.	Corral and Carpenter (2025), <i>Learning and Instruction</i> 100, 102219, DOI 10.1016/j.learninstruc.2025.102219 (Crossref plus published abstract): three rounds of retrieval helped application questions in a college research-methods sample. One round did not. Hendrick's wording is his gloss, not the paper's. Not a UK classroom trial.	“Instead of only testing “What is X?”, also ask “Which situation best illustrates X?” or “Where would this apply?”” @C_Hendrick · 22 Sep 2025 · UK listen
Bridge Practice ● reported practice	US: teach the pattern in one context, then give new examples that keep the structure and change the surface. The poster photographed a behaviour-or-environment sheet; we redrew the idea, we did not reprint the photo.	New items (qanats, sea walls, terraces) that still ask the same discrimination. The label is Bridge Practice, not hugging and bridging.	This is hugging then bridging without the academic names. Perkins and Salomon (1988, fetched): hugging makes the task like the target; bridging asks for the abstraction. The photos stay off the page. A US classroom claim, not a trial.	“One of the processes I'm focusing on most to support students' ability to transfer... is what I call Bridge Practice.” @SoLInTheWild · 10 Sep 2026 · US

ROUTINE	TEACHER MOVE	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS	REPORTED BY
Spiral station that nobody starts ● reported practice	US: put mixed review in a station as the daily transfer mechanism. Then watch who actually does it in a class of 30 to 35.	Three finishers. Five talking. The interleaved warm-up is on the table and unused.	A classroom claim about completion, not a trial of interleaving. @C_Hendrick · 14 Aug 2025 · UK listen: interleaving helps when discrimination is needed. A station learners ignore cannot do that work. US 8th grade maths, named in the post.	“Spiral review station: 3 kids complete the spiral review. 5 kids don't even start it, they sat and talked.” @jen_evans · 26 Jun 2026 · US
One teacher, every subject ● practitioner claim	US elementary: keep every subject with one teacher so a geography fact can sit inside an imperative sentence the same morning.	The same adult naming the link. Secondary rooms in the UK listen cannot do this, which is why the triangle fight exists.	A structural claim about who owns the curriculum, not a transfer trial. The UK maths-science split in this listen is the secondary version of the same problem. No UK primary post in the window showed a comprehension strategy vanishing in history.	“One of the benefits of teaching elementary is being the teacher of every subject. It makes cross-curricular connections and decontextualizing knowledge possible.” @S_Oberle · 4 Mar 2026 · US
What was not found. UK listen, 55 searches, 31 evidenced posts, and US listen, 42 searches, 32 evidenced posts, 17 Sep 2024 to 17 Sep 2026: no classroom phrase “they can do it in maths but not in science”; no teacher search term “same problem different surface”; no primary teacher saying a comprehension strategy vanished in history; no department planning sheet mapping vocabulary across subjects; no classroom teacher naming Willingham unprompted; no US post using “near and far transfer”, Perkins and Salomon, or hugging and bridging as teacher vocabulary; no “they knew it on the test”; no algebra-slope-in-physics scene; no ELA annotation disappearing in social studies; no Year 10 named with formula rearrangement (Year 7 and GCSE density appeared).				

Every quote is verbatim from a named account, opened on X's syndication endpoint on 17 Sep 2026. A tweet is a claim. Country of @C_Hendrick is taken from the UK listen. Nothing here is a trial of the routine. Southall does not ban formula triangles. Corral and Carpenter (2025) is a college sample.