

Notice, reflect, respond: classroom talk observation

Agree one question with the teacher. Observe a short discussion.

Use the notes to plan one next step together.

Formative teacher reflection, not a validated scale, attainment level or performance grade.

A completed example

Illustrative example only · Year 6 maths · Comparing fractions

Focus: How do learners build on another learner's reasoning?

Notice: A said, "Both fractions have the same denominator." B added, "So compare the numerators." C wrote an explanation but did not speak.

Reflect: B connected the ideas. We cannot infer C's understanding from silence. Ask C about the written explanation.

Respond: Offer partner rehearsal and invite written ideas into the discussion. Revisit the same focus in the next lesson.

Date / context: _____

Agreed focus: _____

When will we revisit it? _____

Notice

Exact words, actions and context.

Use anonymous labels.

Reflect

What might explain it?

What do we need to ask or check?

Respond

One change to try.

What will we notice next time?

Notice access and how ideas develop. Avoid judging accents or dialects. How often a learner speaks does not, by itself, tell you what they have learnt.

Original Structural Learning coaching proposal. Informed by [Voice 21's oracy assessment roundtable](#) and Cambridge's [Toolkit for Systematic Educational Dialogue Analysis \(T-SEDA\)](#). This sheet does not reproduce their rubrics and is not endorsed by either organisation.