

INSET follow-up record

Blank follow-up record

Review the agreed teaching move, the support needed and the next adaptation. Do not grade staff or collect identifiable learner information.

Two- and six-week check-ins are illustrative scheduling choices, not evidence of an optimal interval. Worked notes below are fictional examples, not observed school results or impact evidence.

Practice and trial context

First check-in (illustratively two weeks)

Record	Notes
What was tried?	
What evidence and alternative explanations matter?	
What will we retain, adapt or seek help with?	

Later review (illustratively six weeks)

Record	Notes
What was tried?	
What evidence and alternative explanations matter?	
What will we retain, adapt or seek help with?	

Owner and next agreed date

A completed session, favourable feedback or a changed routine alone does not establish a causal effect on attainment.

INSET follow-up record

Worked illustrative record

Review the agreed teaching move, the support needed and the next adaptation. Do not grade staff or collect identifiable learner information.

Two- and six-week check-ins are illustrative scheduling choices, not evidence of an optimal interval. Worked notes below are fictional examples, not observed school results or impact evidence.

Practice and trial context

Pose one diagnostic question, allow thinking time, collect a response from everyone, inspect the reasoning, then decide whether to explain again or move on. Primary: Year 4 fractions. Secondary: each department uses its selected concept.

First check-in (illustratively two weeks)

Record	Notes
What was tried?	The teacher allowed thinking time, collected all responses and paused to inspect explanations.
What evidence and alternative explanations matter?	Primary example: the equal-whole prompt needed clearer wording. Secondary example: the science question needed separate prompts for mass and weight.
What will we retain, adapt or seek help with?	Rehearse the revised question with a colleague. Keep an anonymous note of the next teaching decision.

Later review (illustratively six weeks)

Record	Notes
What was tried?	The routine has been revisited in the planned lessons; the next question is whether it remains useful for this concept.
What evidence and alternative explanations matter?	Compare anonymous teaching notes and question versions. Consider lesson content, task difficulty and other changes before interpreting patterns.
What will we retain, adapt or seek help with?	Retain the all-response check; adapt question wording. Agree another review only if it serves the team's need.

Owner and next agreed date

Phase/department lead to confirm dates with colleagues.

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