Target and teaching plan

Keep with the exact material. Use an agreed pupil identifier and the school’s secure storage arrangements.

Pupil identifier _____ Date _____
Teacher _____ Delivering adult _____

Classroom purpose and pupil’s view

Precise response and actual target set

Input and response channel and access arrangements

Teaching and supported practice

Complete duration and scoring including response windows and self corrections

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Starting performance and provisional aim with reason

Classroom use and later check

Delivery plan and backup adult

Review point and reasons for an earlier review

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Session record

Use one sheet for one target, set, channel and duration. Raw counts and converted rates differ. If errors include timeouts, record wrong/timeout counts separately in the observation column.

Pupil identifier _____ Target _____
Set identifier _____ Channel _____
Complete duration _____ Scoring rule _____

Date	Adult and practice	Correct count	Error count	Correct per min	Errors per min	Change or observation

Rate per minute = count × 60 ÷ actual seconds observed. Keep an interrupted check separate from comparable complete timings.

Wrong responses timeouts or hesitations to reteach

Pupil’s account and next teaching action

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Review and classroom transfer

Bring the plan, actual delivery, comparable results and ordinary classroom observations together.

Pupil identifier _____ Review date _____
People contributing _____

Original classroom purpose and starting performance

Teaching and practice actually delivered

Pattern in correct responses wrong answers and timeouts

What the pupil can now do in class and help still needed

Retention after a gap and conditions of the check

Pupil’s view and relevant family information

Decision and reason

Next action and adult responsible

Next review point and what we will explain to the pupil

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Error analysis

Use when totals conceal a recurring difficulty. Record the presented item and actual response or timeout.

Pupil identifier _____ Target _____
Date _____ Adult _____

Presented item	Pupil response or timeout	Teaching or access question	Next action

Pattern across the items

What we will teach or adapt next and who will act

What will show whether that action helped

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Staff handover

Keep with the current plan and material. Rehearse the scoring rule with the receiving adult.

Pupil identifier _____ Date _____
Teacher _____ Delivering adult _____

Classroom purpose and exact target material

Teaching explanation and useful strategy

Presentation and response channel

Complete duration and scoring including response windows and self corrections

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Current pattern and items needing attention

Pupil preferences and access arrangements

Next action and person to ask for help

Review point and where records are stored

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Delivery and preparation check

Use as a discussion aid. State what was actually checked or observed, then identify support needed.

Target _____ Date _____
Adults involved _____

Component	What we checked or observed	Follow up action
Classroom purpose and target		
Teaching explanation and material		
Pupil understanding and access		
Scoring and duration		
Planned sessions and actual delivery		
Recording and backup		
Review and classroom use		

What is working in the arrangement

One useful adjustment and adult responsible

When and how we will check the adjustment

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