LEARNING SUPPORT

Plan a small-group learning recovery cycle

A practical five-stage cycle for learners needing extra help, without guessing diagnoses or labeling children.

GURONEXA PRACTICAL GUIDE

Independent educational resource · Approx. 6 min reading time. Review applicability to your school before use.

1. Choose one foundational target

Use formative evidence to identify a narrow, teachable skill. Avoid planning an intervention around too many competencies at once.

2. Establish a starting point

Use a low-stakes diagnostic question or brief task to identify existing strategies, not to attach labels to children.

3. Teach with scaffolds

Model the thinking aloud, include concrete examples or visuals, and gradually transfer responsibility to learners.

4. Give immediate feedback

Ask learners to explain where their thinking changed; emphasize what to try next rather than simply reporting a score.

5. Recheck and adjust

Use one or two parallel tasks, compare evidence, and decide whether to move forward, reteach, or offer another support method.

WORKED CLASSROOM EXAMPLE

Illustrative numeracy intervention: Week target — distinguish positive and negative integers. Day 1 number-line modeling, Day 2 temperature situations, Day 3 pairs explain their reasoning; end with a new three-item exit ticket.

Teacher review checklist

- ✓ Target skill is narrow and observable
- ✓ Baseline evidence documented without learner identifiers
- ✓ Examples and supports match the need
- ✓ Recheck item differs from teaching example
- ✓ Next action follows evidence

Verify before classroom use.

Examples are illustrative. Confirm the current curriculum, official school requirements, learner privacy and any local instructions.