

01 / PLAN ONE FOCUS

Give one focus a place.

Use this sheet for the week, repeat page 2 for each attempt, and bring page 3 to the review. Use suitable schoolwork or an eduKate practice task. Keep the actual work beside these sheets.

Week beginning: _____ Subject / topic: _____

1. My focus. The particular thing I want to be able to do is...

2. Why this now? The work or teacher feedback that points to this focus is...

3. What already has a place? Required work, deadlines and a realistic practice slot...

4. My first action. Exact question or section, planned date and time...

5. Materials and support. What I need; the help someone has agreed to give...

6. Fresh attempt and later return. The next tasks and their planned dates...

7. If the plan changes. Which optional work can move; when I will ask for help...

8. Our review. When, with whom, and which work we will look at...

Keep the materials and access support that the task allows. Record actual dates on page 2. If an action needs another person, check their agreement.

[Open the Weekly Practice Planner](#) | [Find a practice route](#)

On paper: edukatesengkang.com/weekly-practice-planner/

02 / REPEAT FOR EACH ATTEMPT

Keep one attempt visible.

Keep the question, your original response and any correction with this sheet. A brief note is enough when it shows what happened. Write on extra paper if you need more room.

Actual date / time: _____ Task / section: _____

Stage: first / after teaching / fresh / later / changed

If later: time since relevant practice _____ Other practice since then _____

My focus for this task. The particular decision or skill I am practising...

Conditions and help. Allowed materials, access support, hints, examples or answers seen...

What I actually did. Point to the original response; note the reasoning or first uncertain step...

English: keep the answer, relevant passage detail and explanation of the connection.

Percentages: keep the base choice, calculation and explanation separately.

Schoolwork: follow the teacher's task instructions and feedback.

After help or checking. What changed in my response, and which explanation helped?

What is still uncertain? One question to bring to the next teaching conversation...

What happened to the plan? Actual time, missing materials or an interruption...

Keep an answer seen before trying marked as seen. If this task was not attempted, record that and the reason; leave the learning observation unfilled.

[English review prompts](#) | [Percentage review prompts](#) | [Find the next task](#)

03 / REVIEW AND AGREE THE RETURN

Make the next action clear.

Put the plan beside the attempts and their dates. Let the learner explain one decision. Compare the questions and help used before deciding what the work suggests.

Review date: _____ People / roles present: _____

1. Outcome. The particular thing we are trying to do...

2. Evidence. Task, actual date and what the work shows; note any later check still missing...

3. Support tried. The hint, example, explanation or access support used...

4. Uncertainty. The step or question that still needs attention...

5. Next person and action. Who will do what? Mark agreed or awaiting agreement.

6. Return. Exact next task, planned date, materials and who will review it...

Choose the next move: continue / change one step / return later / ask for help.

If a session was missed. New feasible date or optional work to adjust; help needed...

A missed attempt leaves the later check missing. Completing these sheets does not establish whole-subject mastery or predict an examination grade. Use the work to choose a specific next teaching step.

[Open the six-line handoff](#) | [Recover a missed session](#) | [Practice routes](#)

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