



Ordinarily Available (OA) Inclusive Teaching Framework – Universal Provision



A: Expectations, Values & Learning Environments – Teacher standard 1

B: Pedagogy, Memory, Metacognition – Teacher standard 2

C: Motivation, Recognition and Feedback – Teacher standard 2

D: Literacy and Mathematics – Teacher standard 3

E: Planning and Teaching – Teacher standard 4

F: Speech, Language and Communication – Teacher standard 5

G: Adaptations, Supports, Scaffolds – Teacher standard 5

H: Assessment – Teacher standard 6

I: Relationships and Behaviour – Teacher standard 7

J: Wider professional duties – Teacher Standard 8

The OA is a thorough collection of recommendations that will help all pupils flourish, learn and become independent adults. It brings together best practice and is underpinned by psychology, research and teacher experience.

It also supports the November 2025 OFSTED Framework across all areas and specifically Inclusion:

Leaders understand that the most effective inclusion strategy begins with everyday high quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations.



Leaders have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being, including those specific to their community and the school's context; they quickly and accurately identify pupils facing these barriers.

Leaders make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice.

Leaders work closely with parents, taking their views into account and making best use of their knowledge of their children.

Leaders have high expectations for these pupils.

Leaders take a graduated approach, which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.

Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.

The segments have been organised in a way that aligns to, and supports with implementing, Part One of the [Teachers' Standards](#).

Ordinarily Available Segment	Teachers Standard
A. Expectations, Values & Learning Environment	Supports Teacher Standard 1: Set high expectations which inspire, motivate and challenge pupils. Supports Teacher Standard 1: Establish a safe and stimulating environment for pupils, rooted in mutual respect
B. Pedagogy, Memory and Metacognition	Supports Teacher Standard 2: Promote good progress and outcomes by pupils
C. Motivation, Recognition and Feedback	Supports Teacher Standard 2: Promote good progress and outcomes by pupils and Teacher Standard 6: Make accurate and productive use of assessment
D. Literacy and Maths	Supports Teacher Standard 3: Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
E. Planning and Teaching	Supports Teacher Standard 4: Plan and teach well-structured lessons
F. Speech, Language and Communication	Supports Teacher Standard 5: Adapt teaching to respond to the strengths and needs of all pupils
G. Adaptations, Support and Scaffolds	Supports Teacher Standard 5: Adapt teaching to respond to the strengths and needs of all pupils
H. Assessment	Supports Teacher Standard 6: Make accurate and productive use of assessment
I. Relationships and Behaviour	Supports Teacher Standard 7: Manage behaviour effectively to ensure a good and safe learning environment
J. Wider professional duties	Supports Teacher Standard 8: Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. Deploy support staff effectively.

Use this tool to audit universal inclusive practice. Rate each indicator as Always / Sometimes / Rarely and record brief evidence or actions.

A. Expectations, Values and Learning Environment – Teacher Standard 1



Responsibility for every pupil	Teachers understand that they are responsible for the education of all pupils, including those with disadvantage, vulnerability or Special Educational Needs or Disability.
Curriculum equity	All pupils have equitable access to a rich, broad and balanced curriculum, without exception.
High ambition for every pupil	Teachers are ambitious for the achievement of all pupils, regardless of starting points and the challenges they face. Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change.
Non-labelling approach	All teachers adopt a non-labelling approach.
Full participation in school life	Teachers proactively encourage all pupils to participate fully in school life, including clubs, activities and opportunities. Teachers plan extra-curricular activities and educational visits to fully include all pupils (in line with the Equalities Act 2010) including those with SEMH, physical disabilities and disadvantage.
Respectful language that conveys hope	Teachers use and model respectful language. All language needs to provide hope, promote engagement and have high ambition (rather than language that can have the outcome of setting limits, for example, low ability, bottom set or SEND children).
Equal time with the most qualified staff	All pupils have equal time with the most qualified staff. Pupils with additional needs or disadvantage are not more likely to be taught by less qualified staff or non-subject specialists. Teachers ensure that learning support staff supplement, rather than replace, teaching from the classroom teacher.
Pupils involved in decision making	Pupils' feel their voice is heard. Pupils are encouraged to express their views and their ambitions for their future, make informed choices and participate in decision-making.
Education about difference and diversity	The pupil community is educated about diversity and additional needs in an informative yet sensitive way. Negative attitudes, beliefs and perceptions towards individuals and groups are questioned and addressed, in the classroom, the wider setting and school community.
Preparation for the world beyond school	Throughout their education, pupils are equipped to understand and engage with life outside and beyond the school/setting gate. Teachers design and implement imaginative learning experiences that lead toward an understanding of the world outside and beyond school.
Calm and collaborative climate for learning	Teachers and pupils create a calm and collaborative climate for learning where pupils feel they belong, and their contributions are valued. Teachers and pupils work together to understand and to create the best possible learning environment, for example, quiet, no distractions, physically comfortable so that attention is not divided.
Well-organised learning space	The learning space is well-organised. Equipment is easily accessible to all pupils and furniture arranged to allow a range of learning experiences. Learning materials and resources are clear and uncluttered, labelled using text and images. There is practical apparatus available and accessible.

Representation in displays	Posters, wall displays and role models are representative of the diversity of the local community and national picture. Pupils can see themselves represented clearly and positively.
Seating and groupings	Seating plans and groupings take account of individual needs and routinely provide opportunities for access to positive role-models, mixed-ability groups, structured opportunities for conversation and equal access to additional adults where they are available. Teachers are aware that group working can present significant challenges and plan how to support pupils to work cooperatively.

B: Pedagogy, Memory, Metacognition – Teacher Standard 2



Teaching builds on what pupils already know	Teaching builds on what pupils already know. New skills are taught directly and explicitly – and linked to what pupils already know.
Teach most useful first	Teachers carefully plan the order in which new skills are introduced. Teachers only introduce one new skill at a time; skills that are readily confused are separated (for example 'b' and 'd'); and the most useful and highly generalisable skills are taught first.
Model, Lead, Test	Direct Instruction (DI) is used effectively to teach new concepts. This is also known as model-lead-test, or 'my turn,' 'together,' 'your turn'.
Spaced practice - little and often	Teachers use the principle of distributed or spaced practice – also known as 'little and often'. 'Little and often' is more effective than longer, single blocks of time when learning or practicing skills.
High fluency	Teachers understand the importance of fluency and plan a range of learning activities accordingly (for more information see Haring's hierarchy). <ol style="list-style-type: none"> Acquisition – Pupils learn a new skill through explicit and intentional instruction. Fluency/Mastery – All pupils are provided with a high level of active practice to ensure skills are mastered to fluency. Maintenance – To ensure retention of a skill, teachers continue to provide practise until pupils demonstrate a high accuracy and fluency rate. Generalisation and Adaptation – Teachers also plan a range of different learning activities, so that pupils can generalise and apply their learning to solve problems.
Explicit instruction	Explicit instruction is used. Explicit instruction begins with detailed teacher explanations, followed by extensive practice of routine exercises, and later moves on to independent work. Common aspects of explicit instruction include: <ul style="list-style-type: none"> Teaching skills and concepts in small steps Using examples and non-examples Using clear and unambiguous language Anticipating and planning for common misconceptions; and Highlighting essential content and removing distracting information.

Thinking about attention	Adults keep in mind that attention can be affected by a range of factors, including understanding of teaching, working memory difficulties, emotional needs, motivation, sleep, diet, hearing and vision. Adults support pupils to understand these factors and develop age-appropriate strategies to help themselves, with parental support as appropriate.
Memory	<p>Memory is the ability to encode, process and retrieve information that a pupil has been exposed to. Teachers consider six elements to support pupil's memory.</p> <ol style="list-style-type: none"> 1. Attention: Teachers ensure pupil's attention is maximised 2. Working memory: Teachers reduce working memory load by teaching one skill at a time to fluency, using short, chunked instructions and teaching note-taking skills. 3. Storage/encoding: Teachers visually organise new material (e.g., visual hierarchies, grids, diagrams, mindmaps) to ensure it is consciously linked with pre-existing knowledge and presented in a motivating way which enhances memory. 4. Retrieval: <ul style="list-style-type: none"> • Use explicit discussion of storage/encoding strategies. • Retrieval practice – see www.retrievalpractice.org for more information. • Activities can include Think-pair-share (recall prior learning, tell partner, tell each other's recall to another pair). 'Quick-fire' verbal questions (to the class, for volunteers/small teams to answer) 'No stakes quizzes' (fun not marked), Quizzes that are self or partner scored. 5. Feedback: Teachers give immediate feedback. Research shows that studying the right answer immediately after a retrieval test improves memory more than the same amount of study time when not following a retrieval test. 6. Metamemory (knowledge about your own memory and ability to regulate its functioning): Teachers make time to explicitly explain to pupils how the memory works and teach them effective strategies for remembering different skills and content.
Metacognition	<p>Metacognition is taught explicitly. Metacognition describes the processes involved when pupils plan, monitor, evaluate and make changes to their own learning behaviours. Teachers directly teach and model metacognitive skills so that pupils can think and talk about their own learning, take control of their own learning and manage their own motivation for learning.</p> <ol style="list-style-type: none"> a. Teachers explicitly teach study skills, study methods and frameworks. This is done in the context of the subject and not in isolation, so the skill of studying is combined with the subject/task. b. Teachers model their thinking aloud. c. Pupils are taught to think and intentionally ask subject/ task specific questions about themselves as learners, the type of activity, and the best strategies to select for the type of activity d. Teachers teach the cycle of 'plan, monitor, evaluate' in relation to themselves, the activity and the strategies. <p>Over time, teachers intentionally and gradually reduce the amount of scaffolding to promote independence so pupils can direct their future learning and explain their thinking to themselves and others.</p>

Self-regulation of learning	<p>Teachers explicitly teach the self-regulation of learning, including:</p> <ul style="list-style-type: none"> • Goal setting, sub-steps and planning • Self-instruction. For example, talk-aloud 'self-statements' which need to be modelled by the teacher and practised by pupils at different stages of the task/activity about what to do and why. • Self-monitoring. This means pupils develop explicit internal self-instruction scripts to use at different points throughout the task/plan, so that pupils can check how well things are progressing (are things going to plan?). This can involve visual steps to tick off. • Self-reinforcement. Pupils select reinforcement that works for them, for example, positive rewarding self-statements, attributing success to effort (intrinsic value), taking a break, or other types of rewards or recognition (extrinsic).
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C: Motivation, Recognition and Feedback – Teacher Standard 2



Growth mindset	Teachers and pupils recognise effort, perseverance and that mistakes are a natural part of learning. Pupils are encouraged to take risks and attempt learning in new ways. Support is given for building resilience in continuing to apply skills.
Regular, meaningful feedback	Teachers provide regular and meaningful feedback, recognition and praise. Feedback is specific, clear and manageable (e.g. "It was good because...", rather than just "correct"). Teachers provide specific guidance on how to improve and support pupils to plan how they will action the feedback they received. Feedback is encouraging and supports future effort.
Learning goals	Pupils understand their goals and know how they will reach their learning goals. Teachers show pupils how to create plans and timetables, with appropriate self-rewards along the way. Teachers intentionally discuss, and teach pupils to set short and longer-term goals, and how current decisions and behaviour can positively affect longer-term goals (longer-term 'delayed gratification').
Self-evaluation	Pupils have regular opportunities to evaluate their own performance. They are aware of their progress and the next steps in moving learning forward.
Help to value strengths and understand any barriers	Pupils are helped to understand their own barriers to learning and to value their achievements, progress and strengths. Pupils are aware of their progress and the next steps in moving learning forward and support is given for building resilience in continuing to apply skills.
Visual evidence of success	Visual evidence of success is key for motivation. Teachers show pupils how to use, and to create for themselves, visual records of their progress through tasks, and achievements, e.g. colour in a block on a word wall when you can spell the word, tick off something on your 'to-do' list.
Tangible rewards	Some pupils may need a tangible reward. Useful tools, include, 'I am working for...' charts, 'Token reward cards' and 'Motivator puzzles.' Now/next or first/then are structured ways to motivate and let pupils know what they will be doing first (a work activity) and what it will be followed by (a reward activity).

D: Literacy and Mathematics – Teacher Standard 3



Literacy for all	The EEF Guidance Reports should be used to inform high quality literacy teaching across Early Years, KS1, KS2, KS3 & KS4.
Early Literacy Skills	<p>The development of literacy skills should focus and build on the following foundations:</p> <ul style="list-style-type: none"> • Exposure to language enriched environments where children have regular access to quality books, songs, rhymes, hearing wide ranging language and vocabulary, and regularly listening to stories. • An interest in books, a wide vocabulary knowledge, awareness of print. • Phonological skills (synthesis and segmentation), a systematic phonics programme that focuses on the most frequently occurring grapheme/phoneme correspondences, fluency in reading and spelling both phonic and sight words. • A balanced approach to teaching both decoding and comprehension skills. • An accurate and efficient handwriting style (see resources from the National Handwriting Association) • How to generalise these skills and apply them to high quality books of the pupil's choice, and different writing activities. • Positive motivation to read and write.
Teaching literacy skills across the curriculum	<p>Across the curriculum, teachers should focus upon:</p> <ul style="list-style-type: none"> • Targeted vocabulary teaching in each subject. • Ongoing explicit teaching of word reading and spelling to fluency, with the most useful words taught first (phonics, sight words, topic words). • Text reading fluency and confidence. • Ongoing explicit teaching of how to approach, develop and monitor reading comprehension for different types of texts. • Ongoing explicit teaching of how to plan, monitor and evaluate writing composition for different writing purposes. • Positive motivation to read and write for different purposes.
Reducing the dependence on the written word	<p>All pupils are taught to record their learning in a range of different ways. Pupils are routinely given the opportunity to demonstrate their knowledge in a variety of ways (e.g. mind maps, writing frames, diagrams, posters, audio and visual recordings of task completion). This is considered in the planning process. Reasonable adjustments are in place to enable all pupils to access (read) and produce (write) the written word using alternative methods of reading and recording.</p>
Excellent quality books across curriculum	<p>All pupils have access to good quality books and teachers aim to increase the enjoyment of reading, by encouraging pupils to discover and connect with books of their choice. There are frequent opportunities to read and share books individually, with friends and in groups.</p>

Evidence-based interventions as part of whole class teaching approaches	<p>Teachers should use school systems for assessing/ identifying any literacy difficulties and putting in place appropriate evidence-based interventions. The following evidence-based interventions are designed for use with all pupils as part of whole school/whole class teaching approaches:</p> <ul style="list-style-type: none"> • Paired Reading (reading accuracy, fluency, and improves comprehension) • Reciprocal Teaching (reading comprehension and meta comprehension) • Paired Writing (writing fluency and composition) <p>Self-Regulated Strategy Development (writing composition and metacognitive strategies)</p>
Early Mathematics	<p>Refer to the EEF's guidance report: Improving Mathematics in the Early Years and Key Stage 1 (2020). Foundations include:</p> <ul style="list-style-type: none"> • Developmental progressions - which show how pupils typically learn mathematical concepts can inform teaching • Developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders • Teachers can support the development of self-regulation and metacognitive skills, which are linked to successful learning in early mathematics. <p>There should be dedicated time for children to learn mathematics and integrate mathematics throughout the day. For pupils in EYFS and KS1 this includes exploring mathematics and reinforcing mathematical vocabulary through different contexts including storybooks, puzzles, songs, rhymes, puppet play and games.</p>
Introducing manipulatives and representations	<p>Manipulatives (physical objects to teach maths) and representations (such as number lines) are used to develop understanding and help pupils engage with mathematical ideas. Teachers should ensure that pupils understand the links between the manipulatives and the mathematical ideas they represent. Pupils in EYFS and KS1 are encouraged to represent problems in their own way, for example with drawings and marks and to use their fingers, which are an important manipulative.</p>
Later use of manipulatives and representations	<p>Teachers should have a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. Manipulatives should be temporary and should act as a 'scaffold' that can be removed once independence is achieved.</p>
Primary to secondary transition	<p>Adults in primary and secondary schools need a shared understanding of the mathematics curriculum, teaching methods and learning outside of their age-phase.</p>
Ability setting	<p>Consideration needs to be given to 'setting' or 'ability grouping' as this can lead to a widening of the attainment gap between disadvantaged pupils and their peers (Higgins et al, 2018).</p>

<p>Teaching maths skills and knowledge across the curriculum</p>	<p>Across the curriculum, teachers should focus upon developing and reinforcing mathematical skills and knowledge.</p> <p>Maths Skills:</p> <ul style="list-style-type: none"> • Showing pupils how to interrogate and use their existing knowledge to solve problems. • Providing problem-solving tasks for which pupils do not have ready-made solutions. • Teaching pupils to use and compare different approaches. • Using worked examples to enable pupils to analyse the use of different strategies. • Pupils should be encouraged to monitor, reflect on and communicate their problem-solving. <p>Mathematical Knowledge:</p> <ul style="list-style-type: none"> • Emphasising the connections between mathematical facts, procedures and concepts • Providing opportunities for pupils to practice, fluently recall and apply facts, concepts, methods and strategies. • Using tasks and resources (such as stories real life examples and problems) to challenge and support pupils' mathematics. <p>See more...</p> <p>Refer to the EEF's guidance report: Improving Mathematics in Key Stages 2 and 3 (2017) and OFSTED's Research Review Series: Mathematics (2021).</p>
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E: Planning and Teaching – Teacher Standard 4



<p>Varied pace and order</p>	<p>Lesson structure reflects pupils' concentration and attention span and provides appropriate task lengths, rest breaks, visuals, staged praise and rewards. The pace and order of activities is varied to maintain interest and attention of all pupils.</p>
<p>Daily review</p>	<p>Teachers plan a daily (or start of each lesson) review to strengthen previous learning, and aid fluent recall.</p>
<p>Independence, not dependence</p>	<p>Teachers promote independence and independent learning for all pupils. All pupils have opportunities to work independently. Adults guide pupils as they begin to develop independence but then adults intentionally and gradually reduce the amount of scaffolding (verbal or physical modelling and support) provided to pupils to develop independence. Staff are mindful that grouping/seating arrangements and additional support allows pupils to develop independence and not create dependence.</p>
<p>Flexible groupings</p>	<p>Teachers consider flexible grouping i.e. allocating pupils to groups flexibly based on the individual needs that they currently share with other pupils. Such groups are formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently perform a skill, remember a fact, or understand a concept. Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning and the opportunity to work alongside a different range of adults and pupils on a regular basis.</p>

Systematic checking and correction	Teachers address misconceptions and understand why pupils may persist with errors. Pupils are asked to explain what they have learned; the responses of all pupils are checked; systematic feedback and corrections are provided.
Plans for transitions	Teachers plan for routine, everyday transitions. This includes moving around the setting, moving from lesson to lesson, changing from structured to unstructured times, and moving from one activity to the next within a lesson.
Movement breaks	Regular movement breaks in between learning are part of the day.
Considered starting points	Teachers plan the delivery of lessons around pupils' strengths, favourite activities and interests to encourage, motivate and inspire pupils.
New learning in manageable steps	Teachers introduce new learning in small steps, with pupil practice after each step.
Real life experience	Examples of new concepts come from pupil's own real-life experience rather than the abstract.

F: Speech, Language and Communication – Teacher Standard 5



Rich language in the classroom	Teachers model and encourage the use of rich language and take time to listen to what, and how, pupils are speaking and talking in lessons. Teachers and non-teaching staff are all continuously aware of the quality of interactions and quantity of interactions.
Time for speaking and listening	Oracy is built into the day at every opportunity and teachers address the 'word gap' through high quality teaching. Teachers prioritise and support all pupils to articulate their ideas and thoughts, listen to others and have the confidence to express their views.
Awareness of quantity & pace of talking	Teachers consider the quantity and pace of talking and use strategies to support this. For example, the use of pauses, modelling, visual cues.
Pre-teaching of core vocabulary	Teachers use a pre-teaching approach to topic specific vocabulary. Teachers model correct vocabulary use across different topic areas to support full understanding and correct use. Repetition is essential.
Clear view of speaker	Pupils have a clear view of the speaker to enable use of nonverbal communication such as gesture and facial expression. Speaker moves position to take into consideration the layout of the room enabling all pupils to be engaged.
Clear instructions	Instructions are clear and simple and should avoid ambiguous phrases, metaphors, or idioms that could be taken literally
Listening behaviours	Adults give clear and explicit praise for displaying good listening and attention behaviours. All adults model positive listening behaviours and refrain from talking to individual pupils during teacher input.
Time to process info	Pupils have time to process information before being asked to respond (10 second rule). 'Thinking time' or opportunities to work with talk partners before answering a question is built in. Teachers use phrases such as "I'm going to come back to you in a minute for your idea."
Equal opportunity to talk and contribute	Teachers make sure that all pupils have equal opportunity to talk and contribute to lessons and during social times. This includes talking aloud, talking with a partner, talking in groups and talking to both friends and adults.

Conversational rules reinforced	Teachers model, display and reinforce conversational 'rules' for example, turn taking.
Non-verbal communication	Teachers model appropriate body language and facial expressions. Teachers comment on the facial expressions of other people and label feelings.
Establish attention before instructions	When appropriate, pupil's name is spoken, and joint attention is established before giving instructions. This may be through any physical acknowledgement of listening that works for the pupil. Eye contact is one cue but does not always have to be established.
Chunked instructions	Instructions are broken down into small, manageable chunks or steps. Alongside clear instructions and explanations, adults provide key points and steps - either written or visually.
Visual strategies to support the spoken word	Teachers use visual strategies to supplement verbal information to assist with understanding and independence. For example, a gesture, a photograph, an object or a symbol.
Modelling to aid understanding	Modelling is used to aid understanding. This includes practical demonstrations, models of completed tasks, worked out problems, visual cues and audio commentary.
Avoiding direct correction of speech	Teachers avoid direct correction of speech and language. Simply model or repeat back the correct version of what the pupil is trying to say, adding anything extra to extend their language.

G: Adaptations, Supports, Scaffolds – Teacher Standard 5



Awareness of individual's needs	Teachers use the systems that are in place to ensure they are aware of individual pupils' needs, and that those with medical needs are receiving the required support in line with both DfE recommendations, and legal health & safety requirements. Teachers make reasonable adjustments and explore creative solutions to enable pupils to continue to make progress.
Physical equipment to aid concentration	Teachers are open and willing for pupils to experiment and use physical equipment to aid their concentration, for example, fidget toys or different seating.
Visual approach to aid organisation	There is a visual approach to support pupil's organisation, understanding of task requirements, expectations and independence. This may include breaking tasks up into numbered components, writing frames and/or prompts with a clear start and finish point.
Timers to support transitions	Teachers consider use timers to support transitions. This visual display of the passage of time will support pupils with starting and stopping activities and transitioning from area to area, or activity to activity. This might include electronic timers (lights/numbers), sand timers or traffic light visuals.
Adaptive Teaching	All staff are aware of adaptive teaching principles and SEND 5 a day best practice. https://realtraining.co.uk/2024/10/adaptive-teaching-understanding-the-barriers-and-enablers Specifically, small, immediate adjustments teachers make during a lesson to respond to students' real-time needs and ensure they can access the learning goals.

Use of technology	<p>Technology is used effectively to support pupil achievement. Technology may include instructional apps (apps that provide instruction, modelling, or practice opportunities for a wide range of skills) and non-instructional apps (apps that provide tools to aid learning, such as note-taking apps). If technology (e.g., mobile devices, software, and educational games) is used, teachers must identify a clear role for it in pupils' learning; receive ongoing professional development related to how the technology can be used to improve teaching and consider potential costs including impact on workload.</p> <p>See more... More guidance on the successful use of technology can be found in the EEF guidance report, Using Digital Technology to Improve Learning</p>
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H: Assessment – Teacher Standard 6



Assessment for all pupils	Class and subject teachers should make regular assessments of attainment and progress for all pupils and use these to inform effective planning, teaching and monitoring. Standardised subject/skill specific assessments are used as appropriate.
Daily review	Teachers plan a daily (or start of each lesson) review to strengthen previous learning, and aid fluent recall.
Systematic checking and correction	Teachers address misconceptions and understand why pupils may persist with errors. Pupils are asked to explain what they have learned; the responses of all pupils are checked; systematic feedback and corrections are provided.
High ambition for every pupil	Teachers are ambitious for the achievement of all pupils, regardless of starting points and the challenges they face.
Self-evaluation	Pupils have regular opportunities to evaluate their own performance. They are aware of their progress and the next steps in moving learning forward.
Adapted assessment	Teachers consider different methods of formal assessment such as audio recording, practical tasks, using appropriate technology and oral presentations etc.

I: Relationships and Behaviour – Teacher Standard 7



Consistent boundaries	Teachers have clear and consistent limits and boundaries.
Language of positive regard	The language used by teachers demonstrates unconditional positive regard for every pupil.
Time to listen and know well	Teachers take the time to get to know all pupils as people and not just as learners. Teachers take time to listen to what pupils are saying.
Curiosity and empathy	Teachers are curious about behaviour (not dismissive of pupils) and question what the behaviour is trying to communicate about the situation. Teachers respond to behaviour from a position of curiosity and empathy, demonstrating compassion, kindness and hope rather than blame and shame.
Teachers model resilience	Teachers model resilient attitudes demonstrating growth mindset and skills.
Recognition and value	Teachers demonstrate their recognition of all pupils and every pupil's contribution to the learning community. There are plenty of opportunities to develop and support self-worth through celebration and sharing of interests and strengths.
Routes for self-referral	There are effective routes for self-referral for pupils and staff to seek help if they have a concern or need support e.g. worry boxes, accessible support, visible pastoral leads, resources. All teachers know how pupils can access support so that they correctly signpost to ensure pupils receive the right help at the right time. It is essential that there is no 'wrong door' for pupils when it comes to getting help.
Connection and belonging	Teachers help all pupils to connect and belong within the class, form or group. Adults support pupils to develop friendships and constructive relationships with each other and appropriate adults.
Self-regulation and co-regulation	Pupils are taught self-regulation through the adults who coregulate with them. This includes: <ul style="list-style-type: none"> a. Consciously and proactively using techniques and strategies which maintain a state of calm during challenging tasks and interactions. b. Self-regulation strategies to help pupils to set goals, plan, monitor, and evaluate their emotional and behavioural responses to stressors.
Awareness	Teachers are aware of those who may need additional support This includes (but is not limited to) pupils who are a Child Looked After, a Child in Need, have Child Protection involvement; pupils who are adopted; pupils from armed forces families; pupils who have social communication difficulties; pupils who have suffered trauma, loss or bereavement; pupils who are anxious.

J: Wider professional duties – Teacher Standard 8



Routes for self-referral	There are effective routes for self-referral for pupils and staff to seek help if they have a concern or need support e.g. worry boxes, accessible support, visible pastoral leads, resources. All teachers know how pupils can access support so that they correctly signpost to ensure pupils receive the right help at the right time. It is essential that there is no 'wrong door' for pupils when it comes to getting help.
Referrals for additional support	Teachers know when to refer for extra support or advice and make use of external support, when needed and relevant.
Deploy support staff effectively	Where there are additional adults, their use is planned to maximise their impact on learning for all pupils. Teachers pay careful attention to the roles of Teaching Assistants and ensure they have a positive impact on pupils with SEND, disadvantage or vulnerability. The EEF's guidance report Making Best Use of Teaching Assistants provides detailed recommendations.
Professional development	All staff receive ongoing professional development related to how adaptive strategies can be used to improve teaching
Positive relationships with families	Teachers actively seek to build and sustain positive relationships with all families. Relationships with parents is rooted in mutual respect and understanding for why some families feel less able to engage with education. Teachers always ensure a professional welcome and show empathy for families' circumstances and situations.

