Ordinarily Available:
Inclusive Teaching Framework

With a spotlight on SEND
and Disadvantaged

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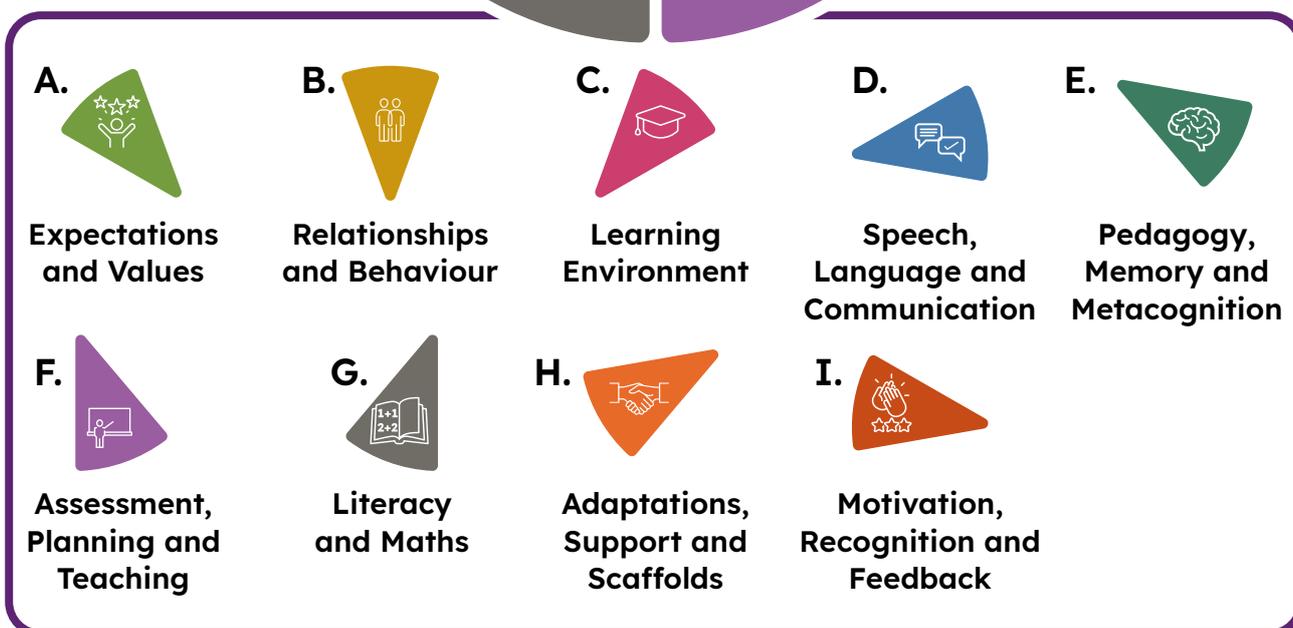
The OA is a thorough collection of recommendations that will help all pupils flourish and learn. It brings together best practice from across Essex schools, and is underpinned by psychology, research and teacher experience.

The OA has a particular spotlight on SEND and Disadvantaged as data in Essex shows that these pupils are not yet achieving well enough.

How does a teacher use the OA?

A. Expectations and Values

B. Relationships and Behaviour

C. Learning Environment

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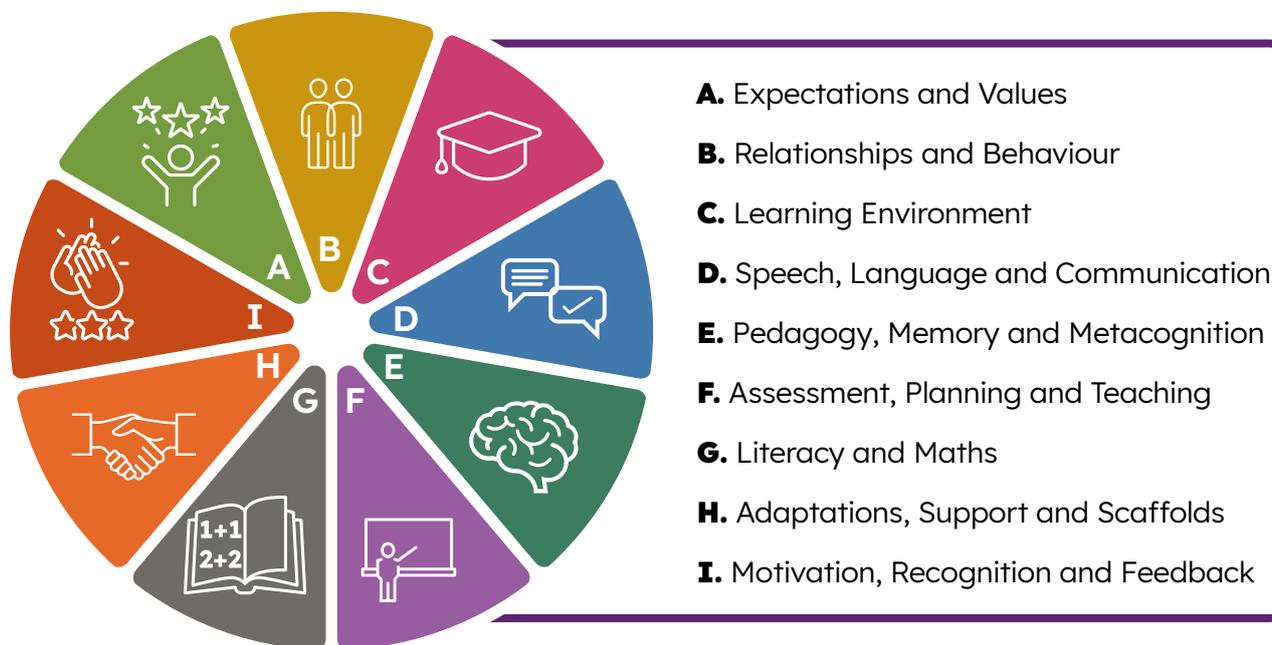
Throughout the segments, the strategies have been organised in two tiers.

The **top tier** is common good practice, and this is the starting point for any teacher. Putting these strategies in place in the classroom will promote positive conditions for learning and encourage curriculum equity for all pupils. These strategies also help to prevent common barriers or difficulties that pupils may encounter.
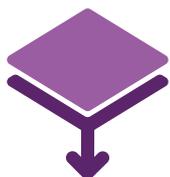
Teachers know their pupils and will notice when a pupil isn't flourishing. The **second tier** offers guidance about simple additions or changes that a teacher can put into place to adapt their teaching and remove any potential barriers for the pupils in their care. For example, a simple adaptation may offer more structure, or more reassurance, or ensure information is presented in a way that avoids common confusion. These strategies will enable teachers to 'adapt their teaching to respond to the strengths and needs of all pupils' (Teacher Standard 5).

The Segments

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 and Values	**Supports Teacher Standard 1:** Set high expectations which inspire, motivate and challenge pupils
B. Relationships and Behaviour	**Supports Teacher Standard 7:** Manage behaviour effectively to ensure a good and safe learning environment
C. Learning Environment	**Supports Teacher Standard 1:** Establish a safe and stimulating environment for pupils, rooted in mutual respect
D. Speech, Language and Communication	**Supports Teacher Standard 5:** Adapt teaching to respond to the strengths and needs of all pupils
E. Pedagogy, Memory and Metacognition	**Supports Teacher Standard 2:** Promote good progress and outcomes by pupils
F. Assessment, Planning and Teaching	**Supports Teacher Standard 4:** Plan and teach well-structured lessons **Supports Teacher Standard 6:** Make accurate and productive use of assessment
G. Literacy and Maths	**Supports Teacher Standard 3:** Demonstrate good subject and curriculum knowledge Including - 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
H. Adaptations, Support and Scaffolds	**Supports Teacher Standard 5:** Adapt teaching to respond to the strengths and needs of all pupils
I. 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

A: Expectations and Values

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.	**EV 1**
Curriculum equity	All pupils have equitable access to a rich, broad and balanced curriculum, without exception.	**EV 2**
High ambition for every pupil	Teachers are ambitious for the achievement of all pupils, regardless of starting points and the challenges they face. Teachers directly address low expectations of others (teachers, non-teaching staff and pupils) for all pupils, including those with disadvantage, vulnerability, diagnosis or Special Educational Needs or Disability.	**EV 3**
Non-labelling approach	All teachers adopt a non-labelling approach to early identification of need and early intervention. **"Pupils want support to help them do well, but they often experience a system which is more interested in asking "what is wrong with you?" than "how can we help?". Children told me that they find labels marginalising; they are often accompanied by a sense that each label leads to a drop in ambition. We need to move away from diagnostics, labels, and processes and towards a system of practical help focused on achieving outcomes."** (Dame Rachel de Souza, Beyond the labels: A SEND system which works for every child, every time, 2022)	**EV 4**
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.	**EV 5**
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).	**EV 6**
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.	**EV 7**

A: Expectations and Values

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.	**EV 8**
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.	**EV 9**
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.	**EV 10**
Best use of teaching assistants	Where there are additional adults, their use is planned to maximise their impact on learning for all pupils. See Sharples, J., Webster, R. & Blatchford, P. (2018). 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.	**EV 11**

B: Relationships and Behaviour

Consistent boundaries	Teachers have clear and consistent limits and boundaries.	**RB 1**
Language of positive regard	The language used by teachers demonstrates unconditional positive regard for every pupil.	**RB 2**
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.	**RB 3**
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.	**RB 4**
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 ensure a professional welcome at all times and show empathy for families' circumstances and situations.	**RB 5**
Teachers model resilience	Teachers model resilient attitudes demonstrating growth mindset and skills.	**RB 6**
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.	**RB 7**
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.	**RB 8**
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.	**RB 9**

B: Relationships and Behaviour

Self- regulation and co-regulation	Pupils are taught self-regulation through the adults who co-regulate with them. This includes: 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.	**RB 10**
Plans for transitions	Teachers are aware of those who will need additional support for all or most transitions, and plan for these transitions. 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.	**RB 11**
Consequences are 'reasonably adjusted'	Consequences are 'reasonably adjusted' for pupils with special educational needs, as required by law. Timely and well-informed processes are in place to identify possible emerging or unmet special educational needs, in order to avoid unnecessary multiple and escalating consequences.	**RB 12**
Support for potentially vulnerable pupils	The emotional health needs of potentially vulnerable pupils are identified and addressed, for example, young carers, those who are lesbian, gay, bisexual or transgender, children or young people in care, those who are suspended from school or at-risk form exclusion, pupils with SEND.	**RB 13**

Ordinarily Available: Targeted

C: Learning Environment

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.	**LE 1**
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.	**LE 2**
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.	**LE 3**
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.	**LE 4**
Safe, inclusive environment	The physical environment is safe and inclusive, for example, potential bullying 'hot spots' are addressed, there is good access for all pupils, information is available in different languages. Teachers regularly review the environment to ensure all pupils are included and the environment meets the needs of all pupils.	**LE 5**
Visual information for the lesson or day	There is visual information about what will happen and when. In the early years and primary education, this may be a class visual timetable for the day and/or lesson. In secondary or Post-16 this may be for the subject lesson as well as the day/week. It is amended to include information changes from the expected routine or any other information that is important to or for the pupils.	**LE 6**

C: Learning Environment

Recognition and planning for sensory preferences	Teachers and pupils work together to understand each other's physical/sensory preferences, for example sound, temperature and movement breaks to create the best possible environment. This may be through environmental audits and conversations. Acoustics of learning spaces are an important part of this evaluation.	**LE 7**
Spaces for emotional co-regulation and self-regulation	Spaces and systems are available and in place to support emotional co-regulation and self-regulation. This may be within the room or an identified area of the building.	**LE 8**

D: Speech, Language and Communication

Rich language in the classroom	Every teacher and adult in the classroom understands that every moment is a language development and comprehension moment. 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.	**SLC 1**
Time for speaking and listening	The amount of time pupils are encouraged to speak during the whole day is increased. 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.	**SLC 2**
Awareness of quantity and 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.	**SLC 3**
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.	**SLC 4**
Clear view of speaker	Pupils have a clear view of the speaker to enable use of non-verbal 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.	**SLC 5**
Clear instructions	Instructions are clear and simple.	**SLC 6**
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.	**SLC 7**
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."	**SLC 8**

D: Speech, Language and Communication

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.	**SLC 9**
Conversational rules reinforced	Teachers model, display and reinforce conversational 'rules' for example, turn taking.	**SLC 10**
Non-verbal communication	Teachers model appropriate body language and facial expressions. Teachers comment on the facial expressions of other people and label feelings.	**SLC 11**
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.	**SLC 12**
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.	**SLC 13**
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.	**SLC 14**
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.	**SLC 15**
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.	**SLC 16**
Communication cards	Communication cards are used as a way of supporting pupils to communicate key messages to the adults through a visual means - for example, toilet cards, help cards, exit cards.	**SLC 17**

E: Pedagogy, Memory and Metacognition

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.	**PMM 1**
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.	**PMM 2**
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'.	**PMM 3**
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.	**PMM 4**
High fluency	Teachers understand the importance of fluency and plan a range of learning activities accordingly (for more information see Haring's hierarchy). a. Acquisition – Pupils learn a new skill through explicit and intentional instruction. b. Fluency/Mastery – All pupils are provided with a high level of active practice to ensure skills are mastered to fluency. c. Maintenance – To ensure retention of a skill, teachers continue to provide practise until pupils demonstrate a high accuracy and fluency rate. d. Generalisation and Adaptation – Teachers also plan a range of different learning activities, so that pupils can generalise and apply their learning to solve problems.	**PMM 5**

E: Pedagogy, Memory and Metacognition

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: • 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. (N.B. Explicit instruction does not mean 'lecturing,' 'teaching by telling,' or 'transmission teaching'.)	**PMM 6**
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.	**PMM 7**

Memory	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.
	
	1. **Attention:** Teachers ensure pupil's attention is maximised (see PMM7 – Thinking about attention).
	
	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, mind-maps) to ensure it is consciously linked with pre-existing knowledge and presented in a motivating way which enhances memory.
	
	4. **Retrieval:** For a range of retrieval activities, see more...
	
	    • Use explicit discussion of storage/encoding strategies.
	    • Retrieval practice – see www.retrievalpractice.org for more information.
		PMM 8

E: Pedagogy, Memory and Metacognition

Memory

- 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

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.

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.

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.

E: Pedagogy, Memory and Metacognition

Self-regulation of learning	Teachers explicitly teach the self-regulation of learning, including: • **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).	**PMM 10**
Backward chaining	Adults use backward chaining to allow pupils to experience success. In a chosen task, the adult does all but the last step and lets the pupil complete the work. Then the adult fades back, doing less and less while the pupil does more and more, always ending with the pupil performing the final step.	**PMM 11**
Use of technology	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. **See more...** More guidance on the successful use of technology can be found in the EEF guidance report, Using Digital Technology to Improve Learning	**PMM 12**

F: Assessment, Planning and Teaching

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, such as those included in the Essex Recommended Assessments for Identifying Need.	**APT 1**
Varied pace and order	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.	**APT 2**
Daily review	Teachers plan a daily (or start of each lesson) review to strengthen previous learning, and aid fluent recall.	**APT 3**
Independence, not dependence	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.	**APT 4**
Flexible groupings	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.	**APT 5**
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.	**APT 6**

F: Assessment, Planning and Teaching

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.	**APT 7**
Movement breaks	Regular movement breaks in between learning are part of the day.	**APT 8**
Considered starting points	Teachers plan the delivery of lessons around pupils' strengths, favourite activities and interests to encourage, motivate and inspire pupils.	**APT 9**
New learning in manageable steps	Teachers introduce new learning in small steps, with pupil practice after each step.	**APT 10**
Real life experience	Examples of new concepts come from pupil's own real-life experience rather than the abstract.	**APT 11**

G: Literacy and Mathematics

Literacy for all	[The EEF Guidance Reports](#) should be used to inform high quality literacy teaching across Early Years, KS1, KS2, KS3 & KS4. [The Essex Literacy Difficulties Practice Guidance](#) covers the teaching of literacy skills for all pupils, including those who present with literacy difficulties, and should also be used to inform each school's literacy teaching.	**LM 1**
Early Literacy Skills	The development of literacy skills should focus and build on the following foundations: • 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.	**LM 2**
Teaching literacy skills across the curriculum	Across the curriculum, teachers should focus upon: • 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.	**LM 3**

Varied teaching activities	A range of activities are planned, including practical and interactive, as well as written tasks.	**LM 4**
Reducing the dependence on the written word	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.	**LM 5**
Excellent quality books across curriculum	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.	**LM 6**
Evidence-based interventions as part of whole class teaching approaches	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, e.g. Educational Psychology Service training on: • Paired Reading (reading accuracy, fluency, and also improves comprehension) • Reciprocal Teaching (reading comprehension and meta-comprehension) • Paired Writing (writing fluency and composition) • Self-Regulated Strategy Development (writing composition and metacognitive strategies)	**LM 7**
Early Mathematics	Refer to the EEF's guidance report: Improving Mathematics in the Early Years and Key Stage 1 (2020). Foundations include: • 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	**LM 8**

and metacognitive skills, which are linked to successful learning in early mathematics. (see Section E: Pedagogy, Memory and Metacognition)

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.

Introducing manipulatives and representations	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.	**LM 9**
Later use of manipulatives and representations	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.	**LM 10**
Primary to secondary transition	Adults in primary and secondary schools need a shared understanding of the mathematics curriculum, teaching methods and learning outside of their age-phase.	**LM 11**
Ability setting	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).	**LM 12**
Teaching maths skills and knowledge across the curriculum	Across the curriculum, teachers should focus upon developing and reinforcing mathematical skills and knowledge. **Maths Skills:** • 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.	**LM 13**

- 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.

Mathematical Knowledge:

- 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.

See more...

Refer to the EEF's guidance report: Improving Mathematics in Key Stages 2 and 3 (2017) and OFSTED's Research Review Series: Mathematics (2021).

H: Adaptations, Supports, Scaffolds

Differentiation is intentionally planned	Effective differentiation supports learning of skills to fluency. Both class and homework activities are differentiated in line with all learning and language levels, using relevant teaching aids, modifying the demands of the task and with the use of questioning and feedback. Differentiation involves activities which are intentionally planned over time for all pupils at all five levels of learning: Acquisition, Fluency, Maintenance, Generalisation and Adaptation/Application - to develop learning, memory retention and confidence.	**ASS 1**
Scaffolding	Scaffolding (visual, verbal or written support) is common practice but must be in addition to, and not replace, effective differentiation of tasks to the pupil's attainment level so they can learn skills to fluency. Initially, an adult would provide enough support so that pupils can successfully complete tasks that they could not do independently. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.	**ASS 2**
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.	**ASS 3**
Reasonable adjustments	Teachers identify any barriers to learning and participation including barriers which are non-academic. Pupils' strengths and barriers are observed and monitored, in different settings and contexts, to inform planning. Teachers make reasonable adjustments and explore creative solutions to enable pupils to continue to make progress.	**ASS 4**
Planned regulation	Teachers acknowledge there will be times when pupils will need some additional support for emotional regulation. This requires planned and purposeful opportunities that meet the pupil's needs at that time, for example, choosing from a selection of calming activities, use of a quiet space or a movement break.	**ASS 5**

H: Adaptations, Supports, Scaffolds

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.	**ASS 6**
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.	**ASS 7**
Timers to support transitions	Teachers 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.	**ASS 8**
Referrals for additional support	Teachers know when to refer for extra support or advice and make use of external support, when needed and relevant. This includes the specialist advisory teachers for visual impairment, hearing impairment and/or physical difficulties. Details of the support that the Physical and Sensory Impairment Specialist Teaching Service (PSISTS) can offer, can be found in the Targeted Layer of the Ordinarily Available.	**ASS 9**

I: Motivation, Recognition and Feedback

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.	MRF 1
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.	MRF 2
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').	MRF 3
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.	MRF 4
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.	MRF 5
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.	MRF 6
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).	MRF 7

Appendix:
How the OA supports
the Teaching Standards

A. Expectations and Values

Supports Teacher Standard 1: Set high **expectations** which inspire, motivate and challenge pupils

[TS1] Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.

[TS1] Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

[TS2] Be accountable for pupils' attainment, progress and outcomes

B. Relationships and Behaviour

Supports Teacher Standard 7: Manage behaviour effectively to ensure a good and safe learning environment

[TS7] Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

[TS7] Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

[TS7] Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

[TS7] Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

C. Learning Environment

Supports Teacher Standard 1: Set high expectations which inspire, motivate and challenge pupils

[TS1] Establish a safe and stimulating environment for pupils, rooted in mutual respect.

D. Speech, Language and Communication

Supports Teacher Standard 5: Adapt teaching to respond to the strengths and needs of all pupils

[TS5] Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

[TS5] have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

Appendix:
How the OA supports the Teaching Standards

[TS5] demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

[TS5] have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

E. Pedagogy, Memory and Metacognition

Supports Teacher Standard 2: Promote good progress and outcomes by pupils

[TS2] Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

[TS2] Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

[TS3] Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

F. Assessment, Planning and Teaching

Supports Teacher Standard 4: Plan and teach well-structured lessons and Teacher Standard 6: Make accurate and productive use of assessment

[TS4] Impart knowledge and develop understanding through effective use of lesson time

[TS4] Promote a love of learning and children's intellectual curiosity

[TS4] Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

[TS4] Reflect systematically on the effectiveness of lessons and approaches to teaching

[TS8] Deploy support staff effectively

[TS6] Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

[TS6] Make use of formative and summative assessment to secure pupils' progress

[TS6] Use relevant data to monitor progress, set targets, and plan subsequent lessons

Appendix:
How the OA supports the Teaching Standards

G. Literacy and Maths

Supports Teacher Standard 3: Demonstrate good subject and curriculum knowledge

[TS3] 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

[TS3] If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

[TS3] If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

H. Adaptions, supports and scaffolds

Supports Teacher Standard 5: Adapt teaching to respond to the strengths and needs of all pupils

[TS5] Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

[TS5] have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

[TS5] demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

[TS5] have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

I. 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

[TS2] Guide pupils to reflect on the progress they have made and their emerging needs

[TS2] Encourage pupils to take a responsible and conscientious attitude to their own work and study

[TS6] Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

[TS8] Communicate effectively with parents with regard to pupils' achievements and well-being.