High Quality Inclusive Teaching Framework

Blackburn with Darwen Borough Council

Every child, every day

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The High-quality inclusive Teaching Framework

This framework outlines the high-quality inclusive teaching which all children and young people (C/YP) should receive every day. All staff, at all stages of a pupil's educational journey should use this guidance as an integral part of daily practice.

The guidance in this framework helps us all to have high expectations of and for our children and young people. It brings together best practice from schools and settings in BwD, and is based on the experience of teachers, early years practitioners and college lecturers. The framework is underpinned by psychology and education research, including that by the Education Endowment Foundation.

The guidance is not exhaustive, and the LA recognises that schools and settings may have their own approaches to improving the quality of education and the expectations of their own staff in line with their development plans and priorities.

Putting these strategies in place in your classroom or setting, and adopting these expectations and values is the starting point for any member of staff. This will promote positive learning and enhance your curriculum design for all c/yp. These strategies also help to prevent common barriers or difficulties that c/yp may encounter.

Included in this document is a guide to how the framework supports the Teachers Standards (Page 28).

The components of HQIT

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 staff 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
Staff proactively encourage all pupils to participate fully in school life, including clubs, activities and opportunities. Staff plan extra-curricular activities and educational visits to fully include all pupils (in line with the Equality Act 2010) including those with SEMH, physical disabilities and disadvantage.

EV 5

Respectful language that conveys hope
Staff 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

Pupils involved in decision making
Pupils' know 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. Staff design and implement imaginative learning experiences that lead toward an understanding of the world outside and beyond school. Pupils are prepared for adulthood in the areas of education, training and employment, independence, health and community and friendships.

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 **Deployment of Teaching Assistants** provides detailed recommendations.

EV 11

Relationships and Behaviour

Consistent boundaries
Staff have clear and consistent limits and boundaries.

RB 1

Language of positive regard
The language used by staff demonstrates unconditional positive regard for every pupil.

RB 2

Time to listen and know well
Staff take the time to get to know all pupils as people and not just as learners. Staff take time to listen to what pupils are saying. Pupils who need consistent attachment figures, because of their age, or their experiences, have key adults who are reliably and consistently present.

RB 3

Curiosity and empathy
Staff are curious about behaviour (not dismissive of pupils) and question what the behaviour is trying to communicate about the situation. Staff 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 parents/carers
Staff actively seek to build and sustain positive relationships with all parents/carers. Relationships are rooted in mutual respect and understanding for why some parents/carers feel less able to engage with education. Staff always ensure a professional welcome and show empathy for all circumstances and situations.

RB 5

Teachers model resilience
Staff model resilient attitudes demonstrating growth mindset and skills.

RB 6

Recognition and value
Staff 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 staff 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
Staff 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

Self-regulation and co-regulation
Pupils are taught self-regulation through the adults who coregulate 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
Staff 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) children in our care, 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. Transitions include those between activities, lessons, rooms, year groups, phases, settings/schools.

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, 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

Learning Environment

Calm and collaborative climate for learning
Staff and pupils create a calm and collaborative climate for learning where pupils feel they belong, and their contributions are valued. Staff 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. Staff 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. Staff 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 on changes from the expected routine or any other information that is important to or for the pupils.

LE 6

Recognition and planning for sensory preferences
Staff 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 coregulation 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

Speech, Language and Communication

Rich language in the classroom
All teachers and adults in the classroom understand that every moment is a language development and comprehension moment. Staff 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 they are having with pupils.

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. Staff prioritise and support all pupils to articulate their ideas and thoughts, listen to others and have the confidence to express their views. All children routinely have 2-way conversations with adults which involve sincere communication, not a series of test questions.

SLC 2

Awareness of quantity and pace of talking
Staff consider the quantity and pace of talking and use strategies to support this. For example, the use of pauses, modelling, visual cues.

SLC 3

Explicit teaching of vocabulary
Staff explicitly teach topic-specific vocabulary, and vocabulary which occurs across topics. Staff model correct vocabulary use across different topic areas to support full understanding and correct use. Staff address the 'word gap' through high quality teaching. Repetition is essential.

SLC 4

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.

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. Adults understand that these good listening behaviours may look different in different pupils. All adults model positive listening behaviours and refrain from talking to individual pupils during adult 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. Staff use phrases such as "I'm going to come back to you in a minute for your idea."

SLC 8

Equal opportunity to talk and contribute
Staff 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
Staff model, display and reinforce conversational 'rules' for example, turn taking.

SLC 10

Speech, Language and Communication

Non-verbal communication
Staff model appropriate body language
and facial expressions. Staff 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
Staff 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
Staff 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

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
Staff carefully plan the order in which new skills are introduced. Staff 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
Staff 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
Staff 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, staff continue to provide practise until pupils demonstrate a high accuracy and fluency rate.
D. Generalisation and Adaptation – Staff also plan a range of different learning activities, so that pupils can generalise and apply their learning to solve problems.

PMM 5

Explicit instruction
Explicit instruction is used. Explicit instruction begins with detailed staff 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

PMM 7

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

Memory is the ability to encode, process and retrieve information that a pupil has been exposed to. Staff consider six elements to support pupil's memory.

1. Attention: Staff ensure pupil's attention is maximised (see PMM7 – Thinking about attention).
2. Working memory: Staff 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: Staff 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:
   - 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: Staff 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): Staff make time to explicitly explain to pupils how the memory works and teach them effective strategies for remembering different skills and content.

PMM 8

Pedagogy, Memory and Metacognition

Metacognition
Metacognition is taught explicitly. Metacognition describes the processes involved when pupils plan, monitor, evaluate and make changes to their own learning behaviours. Staff 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. Staff 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. Staff 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. Staff teach the cycle of 'plan, monitor, evaluate' in relation to themselves, the activity and the strategies.

PMM 9

Over time, staff 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. **EEF Guidance on Metacognition Metacognition and Self-regulated Learning | EEF**

Self-regulation of learning
Staff 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 adult 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, staff 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.

PMM 12

See more... More guidance on the successful use of technology can be found in the **EEF guidance report, Using Digital Technology to Improve Learning.**

Assessment, Planning and Teaching

Assessment for all pupils
Class and subject teachers, early years practitioners and college lecturers 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 Blackburn with Darwen 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
Staff plan a daily (or start of each lesson) review to strengthen previous learning, and aid fluent recall.

APT 3

Independence, not dependence
Staff 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
Staff 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 staff 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
Staff 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

Plans for transitions
Staff 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
Staff 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
Staff 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

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 Blackburn with Darwen 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.
- 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, staff 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. Oracy is explicitly taught. Real life experiences and drama are used as a basis for literacy.

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. These might include text to speech applications for access, or speech to text applications for production.

LM 5

Excellent quality books across curriculum
All pupils have access to good quality books and staff 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:

- Paired Reading (reading accuracy, fluency, and 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 – an understanding of 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.
- Staff can support the development of self-regulation 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.

LM 8

Literacy and Mathematics

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. Staff 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
'Setting' or 'ability grouping' can widen the attainment gap between disadvantaged pupils and their peers (Higgins et al, 2018). Think carefully about how children are grouped to maximise progress for all children.

LM 12

Teaching maths skills and knowledge across the curriculum
Across the curriculum, staff 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.
- 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.

LM 13

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).

Scaffolds, Adaptations and Supports

Adaptations to teaching are intentionally planned
Effective adaptive teaching supports learning of skills to fluency. Both class and homework activities are adapted 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. Adaptation 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.

SAS 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.

SAS 2

Awareness of individual's needs
Staff 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.

SAS 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. Staff make reasonable adjustments and explore creative solutions to enable pupils to continue to make progress.

SAS 4

Planned regulation
Staff 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.

SAS 5

Physical equipment to aid concentration
Staff are open and willing for pupils to experiment and use physical equipment to aid their concentration, for example, fidget toys or different seating.

SAS 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.

SAS 7

Timers to support transitions
Staff 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.

SAS 8

Referrals for additional support
Staff know when to ask for extra support or advice and make use of external support, when needed and relevant. This includes the staff who work in SEND Support Service, the Educational Psychology Team, Virtual School.
Information on these can be found on the Blackburn with Darwen Local Offer website.

SAS 9

Motivation, Recognition and Feedback

Growth mindset
Staff 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
Staff provide regular and meaningful feedback, recognition and praise. Feedback is specific, clear and manageable (e.g. "It was good because...," rather than just "correct"). Staff 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. Staff show pupils how to create plans and timetables, with appropriate self-rewards along the way. Staff 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. Staff 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

How the HQIT supports the Teachers' Standards

Teachers' Standards linked to BwD High-quality Inclusive Teaching Framework

Teachers' Standard	BwD HQIT Segment
TS 1. Set high expectations which inspire, motivate and challenge pupils.	
Establish a safe and stimulating environment for pupils, rooted in mutual respect.	Expectations and Values. Relationships and Behaviour. Learning Environment.
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Expectations and Values. Pedagogy, Memory and mMetacognition.
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Expectations and Values. Relationships and Behaviour.
TS 2. Promote good progress and outcomes by pupils.	
Be accountable for pupils' attainment, progress and outcomes.	Expectations and Values.
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.	Pedagogy, Memory and Metacognition.
Guide pupils to reflect on the progress they have made and their emerging needs.	Motivation, Recognition and Feedback.
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Pedagogy, Memory and Cognition.
Encourage pupils to take a responsible and conscientious attitude to their own work and study.	Motivation, Recognition and Feedback.

Teachers' Standard	BwD HQIT Segment
TS 3. Demonstrate good subject and curriculum knowledge.	
Have a secure knowledge of the relevant subject(s) and curriculum areas. Foster and maintain pupils' interest in the subject, and address misunderstandings. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.	Pedagogy, Memory and Cognition.
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.	Speech, Language and Communication. Literacy and Mathematics.
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	Literacy and Mathematics.
If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	Literacy and Mathematics.
TS 4. Plan and teach well-structured lessons.	
Impart knowledge and develop understanding through effective use of lesson time. Promote a love of learning and children's intellectual curiosity.	Assessment, Planning and Teaching.
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Assessment, Planning and Teaching.
Reflect systematically on the effectiveness of lessons and approaches to teaching. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Assessment, Planning and Teaching.

Teachers' Standard	BwD HQIT Segment
TS 5. Adapt teaching to respond to the strengths and needs of all pupils.	
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Speech, Language and Communication. Scaffolds, Adaptations and Supports.
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Pedagogy, Memory and Metacognition. Scaffolds, Adaptations and Supports.
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.	Speech, Language and Communication. Pedagogy, Memory and Metacognition. Scaffolds, Adaptations and Supports.
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.	Speech, Language and Communication. Pedagogy, Memory and Metacognition. Scaffolds, Adaptations and Supports. Motivation, Recognition and Feedback.
TS 6 Make accurate and productive use of assessment.	
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Make use of formative and summative assessment to secure pupils' progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons.	Assessment, Planning and Teaching.
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Assessment, Planning and Teaching. Motivation, Recognition and Feedback.

Teachers' Standard	BwD HQIT Segment
TS 7 Manage behaviour effectively to ensure a good and safe learning environment.	
Environment 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. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	Relationships and Behaviour.
TS 8. Fulfil wider professional responsibilities.	
Make a positive contribution to the wider life and ethos of the school. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues Deploy support staff effectively.	Assessment, Planning and Teaching.
Communicate effectively with parents about pupils' achievements and well-being.	Relationships and Behaviour.

Blackburn with Darwen Borough Council

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