

Core Standard Three – High Quality Teaching

This core standard focuses on generic approaches. More detailed information about how to adapt and adjust specific subjects in primary and secondary educational settings can be found in the NASEN / Whole School [SEND Teacher Handbook](#).

Contents

Why High Quality Teaching (HQT) ?	1
What is 'High Quality Teaching' (HQT)?.....	2
What is the legislation relating to HQT?.....	2
Teacher Standards	3
What is the SENDCos role in supporting teachers to deliver HQT?.....	3
What does HQT look like?	4
Positive Relationships.....	4
Good Pedagogical Choices	6
Prioritising Learning over Performance	7
Personalised Teaching.....	8
Effective use of Formative Assessments (Assessment for Learning).....	8
Positive and Effective Differentiation	9
What does effective differentiation look like?.....	9
How can teachers differentiate effectively for children /young people with SEND?	11

Why High Quality Teaching (HQT) ?

High Quality Teaching (HQT) also referred to as Quality First Teaching (QFT) is the vital first step in meeting the needs of all children and young people with SEND in any given educational setting. As such, it plays a key role in reducing the number of children and young people who will need to access SEN interventions and targeted support.

It is most familiar as the first 'wave' in the three-wave model of intervention:

Wave One: (Universal Offer/QFT) Inclusive, High-Quality Teaching for all.

Wave Two: (Targeted support and Interventions) Additional, time limited, tailored group interventions and/or planned support programmes.

Wave Three: (Individual support) Increasing individualised programmes of support that are different from or additional to what is ordinarily.

To be effective, HQT needs to be embedded into all subject areas, at all levels, across all years, by all teachers.

“The real strength of Quality First Teaching strategies is in the impact they can have across the whole of a child’s education. If we want all different students, with different learning profiles to achieve their best we need to put learning for the long-term ahead of short-term-gain performances”

Research (Sutton Trust 2011) highlights the importance of High Quality Teaching for children and young people who are disadvantaged:

“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”

What is ‘High Quality Teaching’ (HQT)?

High Quality Teaching (HQT) might also be called ‘Quality First Teaching’ (QFT). The following quotes provide descriptions of HQT/ QFT in relation to children/ young people with SEND:

“High-quality teaching (for pupils with SEN) is about the day-to-day interactions that take place in your classroom and the different pedagogical approaches you use to engage, motivate and challenge learners. It is about the way you use assessment and feedback to identify gaps and help students to move on in their learning. It is about providing both support and challenge in order to enable them to achieve more.”

“Inclusive high-quality teaching ensures that planning and implementation meets the needs of all students, and builds in high expectations for all students, including those with SEN. This is a basic entitlement for children and young people and should be underpinned by effective whole-school teaching and learning policies and frameworks.”

“On a practical level, high-quality teaching involves the teacher drawing on a range of strategies that are closely matched to the learning objectives of the lesson (which, in turn, will match the particular learning needs of the students in the class). However, the real “test” of whether high-quality teaching is in place is not necessarily what the teaching includes, but what the students achieve (i.e., the learning products).”

At the heart of HQT is the good planning, and delivery of well sequenced, manageable lessons by teachers. This includes making effective pedagogical choices, such as using differentiated teaching strategies and personalised approaches to learning.

HQT is supported by the use of effective formative assessment so that teachers can identify gaps in learning and recognise when and how they need to adapt and adjust their planning and teaching so that all children/ young people can achieve well.

HQT does not require a teacher to be all things to all children /young people all the time. It does however mandate that the approaches and attitudes that a teacher has to teaching mean that most children/ young people find learning to be a good fit most of the time.

What is the legislation relating to HQT?

SEN Code of Practice

The importance of HQT for children and young people with SEND is referred to throughout the SEN Code of Practice 2015:

- *“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people”* (para 1.24)
- *“Special educational provision is underpinned by high quality teaching and is compromised by anything less.”* (para 1.24)
- *“(A settings) first response to (pupil) progress should be high quality teaching targeted at their areas of weakness.* (para 6.19)
- *“Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require SEN support.”* (para 6.15)
- *“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.”* (para 6.37)
- *Additional intervention and support cannot compensate for a lack of good quality teaching.”* (para 6.37)

Teacher Standards

HQT is reflected in all the [current teacher standards](#). This means that if teachers are not delivering HQT then they are not fulfilling those standards.

The teacher standards which are most pertinent to the teaching of children and young people with SEND are:

Standard 1 - Set high expectations which inspire, motivate and challenge pupils

point 2 - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

Standard 2 - Promote good progress and outcomes by pupils

point 2 - **be aware of pupils'** capabilities and their prior knowledge, and plan teaching to build on these

point 4 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

Standard 5 - Adapt teaching to respond to the strengths and needs of all pupils

Point 1 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

Point 2 - **have a secure understanding of how a range of factors can inhibit pupils' ability to learn**, and how best to overcome these

Point 3 - 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**

Point 4- 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.

As such, the SEN code of practice 2015 also stipulates that:

“The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff.” (para 6.4)

What is the SENDCos role in supporting teachers to deliver HQT?

SENDCos play an essential role in promoting inclusive, High Quality Teaching as the first step towards meeting the needs of all learners, with or without SEND. It is important for SENDCos to know the standard of HQT within their educational setting, and to understand the framework under which it is inspected.

SENDCo’s need to ensure that all staff have a clear, unified vision of what constitutes HQT within their educational setting and support them to develop the right ‘knowledge and tools’ to carry this out. This support should include:

- leading by example
- working collaboratively with teachers and other staff
- monitoring planning
- observing teaching
- analysing progress data
- conducting regular learning walks which focus on Inclusion and SEND support
- using information gathered to develop teacher practice

It is therefore vital that the SENDCo has the appropriate status*, skills, training and expertise to be able to monitor and evaluate that High Quality Teaching is taking place and to provide appropriate support and challenge to teachers to change things when it is not.

The SEN Code of Practice 2015 explains that:

*“The SENCO provides professional guidance to colleagues and will work closely with staff...to ensure that pupils with SEN receive appropriate support and **high quality teaching.**”*

It highlights the role of the SENDCo in:

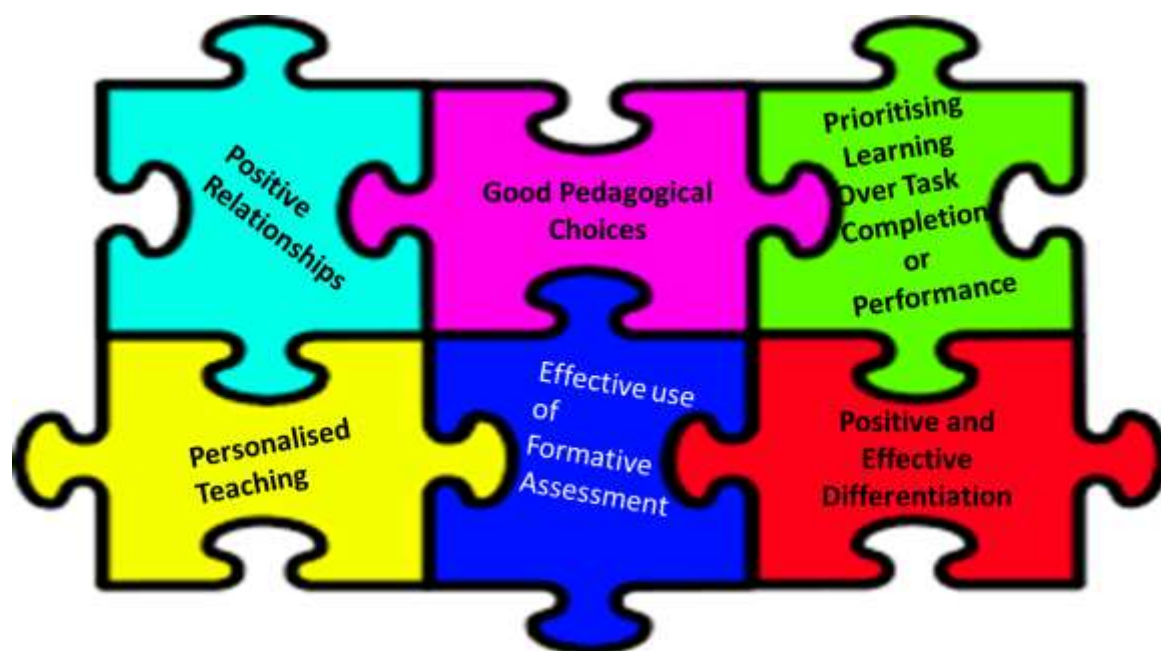
*“...regularly and carefully review the **quality of teaching** for all pupils, including those at risk of underachievement.”*

and with reference to data it says that:

*“School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the **quality of teaching.**”*

What does HQT look like?

HQT will look different in each educational establishment but there are some general strategies or ‘knowledge and tools’ that form the basis of all HQT. These are:



Positive Relationships

“Building relationships with students is by far the most important thing a teacher can do. Without a solid foundation and relationships built on trust and respect, no quality learning will happen.” Timothy Hilton 2018

“In the classroom, positive relationships are the foundation for learning success” Cicerly Woodard 2019

The relationship between teacher and child/ young person is a vital element of their learning experience, this includes the trust and respect the child /young person has for the teacher. Teachers need to:

- Take the time to get to know the children/ young people: This may sound basic, but it is often an overlooked teaching strategy when it comes to children /young people with SEND, especially if they have an additional adult supporting them.

- Understand the learning needs of all the children/ young people in the class: Teachers need to get to know a new class from the first day, including the children /young people with SEND. They need to talk to the SENDCo and read and understand all relevant paperwork, but more importantly, it involves the teacher talking /interacting with a child /young person to find out about their hobbies and interests, to identify what motivates them and, where appropriate, to discover what their view is on their own barriers to learning.
- Work with the children /young people every day: Again, this may sound basic, but some children /young people with SEND rarely get to work with their teacher and it is not uncommon for children/ young people with SEND to consider a supporting adult to be their teacher instead of the teacher. Daily teacher input is vital for building strong, positive relationships.

“The class or subject teacher should remain responsible for working with the child on a daily basis.” (SEN Code of Practice para 6.25)

- Check biases: Teachers need to remember that children/young people all come from different places. They cannot assume they know about the experiences of the children /young people with SEND in their class based on their previous experiences of SEND. When speaking to and working with children /young people with SEND, it is important to remember that each experience is unique to them and is not the 'norm.'
- Talk to children/ young people about topics unrelated to lessons: Teachers can talk about sports, current events, pets, funny (yet appropriate) stories from their personal life etc. These conversations help children/ young people to connect with the teacher outside of the teacher role, and on a more personal level. The teacher-pupil dynamic is a very tricky relationship and this can be more so for children /young people with SEND. It is important that teachers build relationships with children /young people with SEND outside of this dynamic.
- Never hold a grudge: It can be difficult not to hold a grudge sometimes when a child /young person with SEND ‘misbehaves’. **Often teachers want to re-establish authority and put the child/ young person in their place.** This is extremely counterproductive. The reality is that children /young people with SEND have bad days. Teachers need to remember that the children /young people have lives outside of the classroom and that they have no idea what the children /young people experience out there. If a relationship is to be one of trust and respect, every day must be a new day. Every day must be a fresh start.
- Care: Teachers need to show the children/ young people with SEND that they care. Attempting to understand them is not a simple process because every child/ young person is a unique individual. **Children /young people with SEND may become upset, emotional, or ‘defiant’.** It is important that when a child /young person is in one of these emotional states, the first question to ask them is "Are you okay?" Often a child/young person will open up once someone shows them that they care about them.
- Be positive: Teachers need to have a positive attitude, this includes smiling, encouraging, and using positive language. Often child /young person with SEND hear a lot of negative language; **stop, don’t, can’t, won’t, not able to, no, that’s wrong, don’t be silly etc.** Instead, teachers need to make sure the language they use is positive and focuses on the strengths of the child /young person and tells them what they should be doing rather than what they need to stop doing: For example: **‘good walking’ rather ‘stop running’ ‘Have another go’ rather than ‘that’s wrong’.** Being negative can have a huge impact on the relationship between the teacher child /young person.

*“A rash or unfeeling words can undo so much of the trust and growth that we strive for.”
(Dan Brown 2012)*

- Praise: It is important to recognise the effort that children /young people with SEND are making as well as their achievement. They need to be praised for trying hard and giving their full effort. Helping children /young people make a link between putting effort into a task and receiving recognition is an important step in developing positive relationships.

“Praise and recognition are motivators that pupils are already familiar with; shifting them from being correct to giving full effort can be highly effective” Anantha Anilkumar 2020

Immediate, focused praise is also important for children /young people with SEND. This means telling them what they have done well during or immediately after they have done it. For example **saying; ‘That was good reading, well done’ or ‘You’re sitting really quietly, that’s great’ rather than just saying ‘good work’ or ‘that’s fantastic’** helps them to understand what it is they have done well and to recognise their own achievements.

Good Pedagogical Choices

This refers to the teaching strategies, methods and techniques that teachers will use to support children and young people through the learning process. Changes in pedagogy can result in children /young people grasping new ideas quicker.

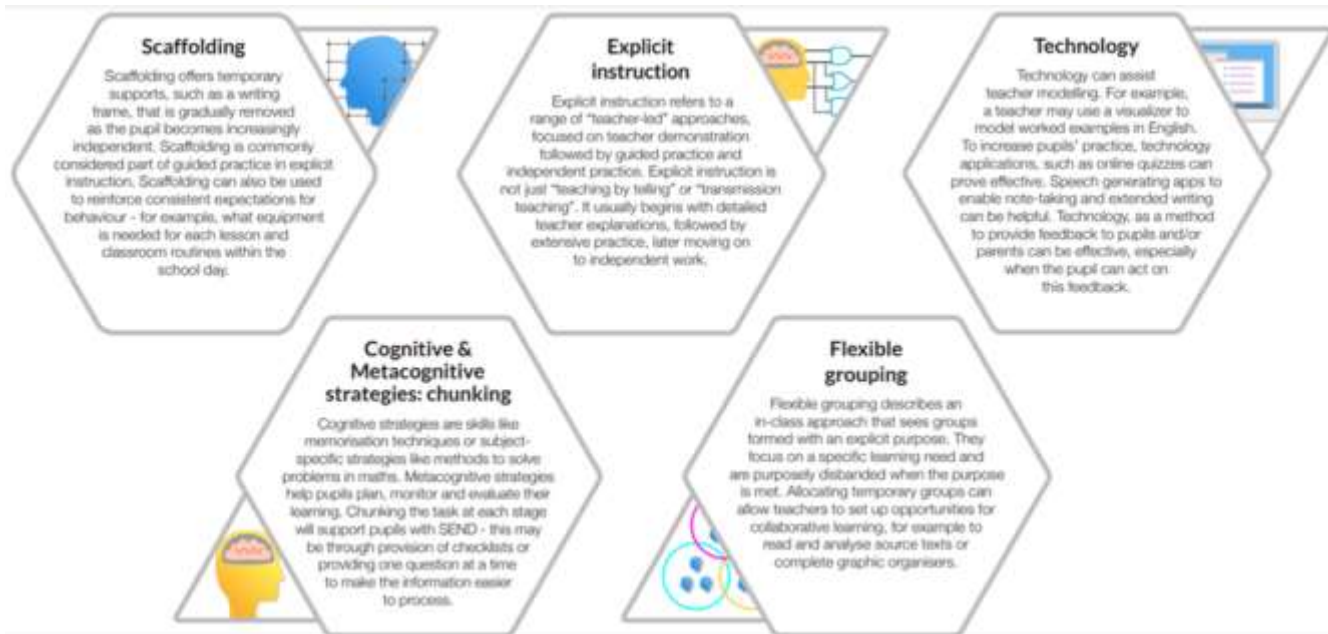
Teachers need to have the skills and knowledge to be able to choose the teaching strategies most suitable to:

- the topic they are teaching,
- the level of expertise of the children /young people being taught,
- the stage that these children /young people are at in their learning journey.

This includes children /young people with SEND. Such strategies might include:

- Classroom /behaviour management
- Direct/explicit instruction
- Inquiry based learning
- Using manipulatives
- Effective questioning
- Scaffolding
- Modelling
- Purposeful practice
- Spaced practice
- Metacognition
- Personalised learning
- Collaborative learning
- Pace
- Effective use of time
- Order of activities
- Teaching the vocabulary
- Examples and non-examples
- Problem solving
- **Class discussions** i.e. ‘think, pair, share’
- Growth mindset
- Feedback – specific, encouraging and actionable
- Use of technology

Research by the Education Endowment Fund (March 2020) into [special educational needs in mainstream schools](#) found the following 5 pedagogical strategies were most effective for children / young people with SEND:

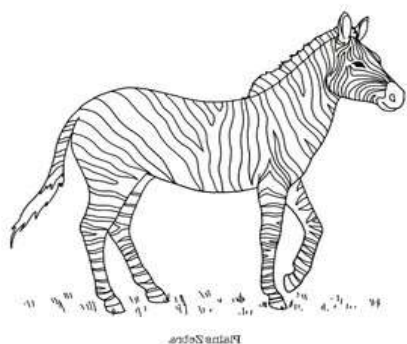


(This diagram is available as a separate document [here](#))

Teachers are often aware that there may be better and more efficient teaching strategies they can use to teach the children / young people in their class, including those with SEND, but choosing which of these teaching strategies to start with can be a challenge. It is up to leaders, including the SENDCo in each educational setting to support teachers to develop the skills and knowledge they need to identify the right pedagogical choices for all the children /young people in their class.

Prioritising learning over task completion – learning not doing!

Teachers need to be clear of the difference between the lesson task/ activity i.e. what the child/ young person is **DOING** and what subject specific concepts they want /expect young people to be **LEARNING** from what they are doing. A very simple example would be:



What is the child /young person DOING:

- Colouring a picture of a zebra

What is the child/ young person LEARNING:

- To hold a pencil correctly?
- To colour accurately?
- To recognise what a zebra looks like?
- That zebras are black and white?
- That animals use camouflage?

Teachers' **planning needs to be explicit** about the intended learning and ensure the children/ young people and any additional adults understand what the purpose of a task is i.e. what skill, knowledge or information the child/ young person is learning from it.

Prioritising Learning over Performance

Performing well and learning are two totally different things. To ensure all children /young people move forward from their individual starting points, teachers need to ensure that concepts, facts and truths have been learnt, not just performed.

“Learning refers to relatively permanent changes in knowledge or behaviour. It is — or at least should be — the goal of education. **Performance**, on the other hand, refers to temporary fluctuations in knowledge or behaviour that can be measured or observed during (or shortly after) instruction.” Nick Soderstrom 2019

Performance requires children / young people to use their short term/ working memory.

Learning requires children/ young people to use their long term memory.

Learning = Remembering

Teachers need to ensure that they enable the children/ young people in their class to remember key information from the lesson. They can do this by providing lots of opportunities for children/ young people to revisit, recall, repeat, rehearse information, knowledge and skills.

Teachers also need to ensure that they enable children/ young people to link new information to their existing knowledge, for instance by pro-actively making associations between the two , i.e. what did we learn at the beginning of the lesson, yesterday, last week, last term etc This is especially important for children /young people with SEND who often find it difficult to make these links for themselves.

Teachers needs to think about the language they use in relation to learning, for example:

“What are we doing today?” → “What are we learning today”

“What are we going to do tomorrow?” → “What are we going to learn tomorrow”

“We have learnt” → “We can remember...”

“By the end of this lesson we will have learnt” → “By the end of this lesson we will remember ...”

Personalised Teaching

Children/ young people are more likely to engage with learning when it is targeted towards them and appeals to their interests. This relies on teachers getting to know the children /young people in their class teachers should make activities and questions more personalised to individual children. For instance, by using real-world examples that reflect an area of interest or by selecting reading books that link to a **child’s /young person’s hobby**.

Effective use of Formative Assessments (Assessment for Learning)

Formative assessment plays a vital role in enabling everyone in a class to make the best possible progress from their individual starting points and is especially important in a class with diverse learning needs.

Having an acute awareness of the breadth of understanding between different children /young people is key to helping them improve.

Teachers need to use formative assessments in every lesson, every day in order to:

- establish what children /young people know before teaching them something new
- gauge how well children /young people, including those with SEND, have understood a topic or concept
- find out what has been learnt
- ensure children /young people know what they are meant to be learning
- identify and fill gaps in learning
- identify children /young people who are misunderstanding or struggling
- adapt their teaching during the lesson to address any gaps and misunderstandings and to better meet the need of those who are struggling to understand.
- evaluate the effectiveness of their teaching
- providing feedback that improves learning
- identify anyone who might need additional support

Using formative assessments to constantly review learning and adapt practice is an essential part of ensuring that everyone is achieving well.

Rosenshine’s Principles

Barak Rosenshine has identified 10 ‘principles of instruction’ based on extensive research which should be present in high quality lessons. They are:

1. Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall.
2. Present new material in small steps with children/young people practicing after each step: Only present small amounts of new material at any time, and then assist children/young people as they practice this material.
3. Ask a large number of questions and check the responses of all children/young people: Questions help children/young people practice new information and connect new material to their prior learning.
4. Provide models: Providing children/young people with models and worked examples can help them learn to solve problems faster.
5. **Guide children/young peoples' practice: Successful teachers spend more time guiding children/young peoples' practice of new material.**
6. **Check for children/young peoples' understanding: Checking for children/young peoples' understanding at each point can help children/young people learn the material with fewer errors.**
7. Obtain a high success rate: It is important for children/young people to achieve a high success rate during classroom instruction.
8. Provide scaffolds for difficult tasks: The teacher provides children/young people with temporary supports and scaffolds to assist them when they learn difficult tasks.
9. Require and monitor independent practice: Children/young people need extensive, successful, independent practice in order for skills and knowledge to become automatic
10. Engage children/young people in weekly and monthly review: Children/young people need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

In his WALKTHRU's ([See HEP website](#)) Tom Sherrington places these in to four strands:

- **Strand 1:** Sequencing concepts and modelling (principles 1 and 10)
- **Strand 2:** Questioning (principles 3 and 6)
- **Strand 3:** Reviewing material (principles 2, 4 and 8)
- **Strand 4:** Stages of practice (principles 5, 7 and 9)

Positive and Effective Differentiation

What does effective differentiation look like?

It is important to remember that differentiation begins with curriculum intent and should be evident within the long- and medium-term curriculum planning for all subjects and across all year groups.

“The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND” Ofsted handbook 2019

When it comes to curriculum implementation, i.e. what happens in the classroom, differentiation is typically at the centre of discussions about teaching children/ young people with SEND, however, all the strategies out lined above need to be in place before teachers will be able to differentiate effectively.

There are many different ideas about what the key components of good differentiation look like. It is therefore crucial that these core standards support the development of an authority wide understanding of what constitutes good differentiation, that teachers across all educational settings know what this is and can apply it effectively.

“poor differentiation strategies risk actually widening the attainment gap we’re attempting to close.” Anantha Anilkumar 2020

Differentiation is Not:	Differentiation is:
-------------------------	---------------------

Splitting the whole class into small groups based on ability or attainment

When talking about ability, I am referring to an individual pupil's capability to grasp new ideas and concepts. An 'ability gap' within a class will still be present whether that class is streamed or not...

...Where there is a large range of different abilities in a class, it is very unlikely that providing challenging and demanding work to the more able students at the top of the range and easier, less demanding work to those at the bottom of the range will decrease the attainment gap in any way.

Neil Almond 2020

Teachers writing differentiated learning objectives

"I see it all the time. Powerpoints and whiteboards everywhere are routinely peppered with hideous tiered LOs: Must, should, could; All, Most, Some; Core, Challenge, Mega Challenge. This has the effect of explicitly setting lower expectations for students at different levels within a class. Some parts of the curriculum are only for 'some' – not all... This is a recipe for systematic underachievement and gap-widening." Tom Sherrington Teacherhead 2019

Teachers (artificially) creating distinct tasks or providing alternative teaching activities or resources for different children /young people

"In-class differentiation, through providing differentiated teaching, activities or resources, has generally not been shown to have much impact on pupils' attainment." Ofsted Research 2019

"When differentiation is planned through giving pupils different tasks based on prior attainment, teachers are increasing that [ability] gap, not decreasing it"

Neil Almond 2020

Teachers differentiating by outcome / setting lower expectations for particular children /young people

"Differentiating by outcome just isn't an option. Why not? Learners who have answered one question when the rest have completed ten hasn't been differentiated for. That learner should be able to answer ten questions that have been

Teachers proactively adjusting and adapting lessons and learning strategies to the varying needs and abilities of the children /young people in any given class

*"Differentiated teaching are methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. To ensure all students master objectives, effective teachers plan lessons that incorporate **adjustments for content, process, and product.**"* High Impact Teaching Strategies DoE&T Melbourne.

*"Pupils are likely to make progress at different rates. As a consequence, they may require different levels and types of support from teachers to succeed... adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to **improve outcomes**"* Ofsted Research 2019

"With differentiation, teachers recognize their students as individuals with varying needs and provide them with more options for learning. In other words, teachers use multiple strategies to make sure that all students can absorb the information being taught, share what they've learned, and meet long- and short-term goals."

Teachers having the right mind set

"effective differentiation requires ongoing consideration and when you commit to putting it at the heart of all your lesson plans, there is no doubt your learners will reap the benefits."

"it is more a way of thinking, not a list of pre-planned strategies. When teachers develop a growth mindset and zero in on the main learning objectives for a unit or subject, they realize there can be multiple ways to get to that goal." Larry Ferlazzo 2019

"Instead of looking at diversity as a threat or a mountain, see it as a challenge. Teaching a complex classes can be a really exciting time in your career. It hones down to your ability to do the one thing we all love: to teach. Getting to the end of the week knowing that your plans worked and watching that learning happening is a buzz so enjoy it." Helen Woodley 2018

differentiated to their needs. To do this you need to know your pupils well and be clear about what you want them to achieve.”
Helen Woodley 2018

Teachers planning for different learning ‘styles’

“It should be clearly stated that there is no evidence that pupils have distinct and identifiable learning styles (Pashler, 2008; Willingham, 2010). Trying to design tasks with this misconception in mind will increase teachers’ workload but is very unlikely to improve learning.”
Ofsted research 2019

A way of teaching that requires practice

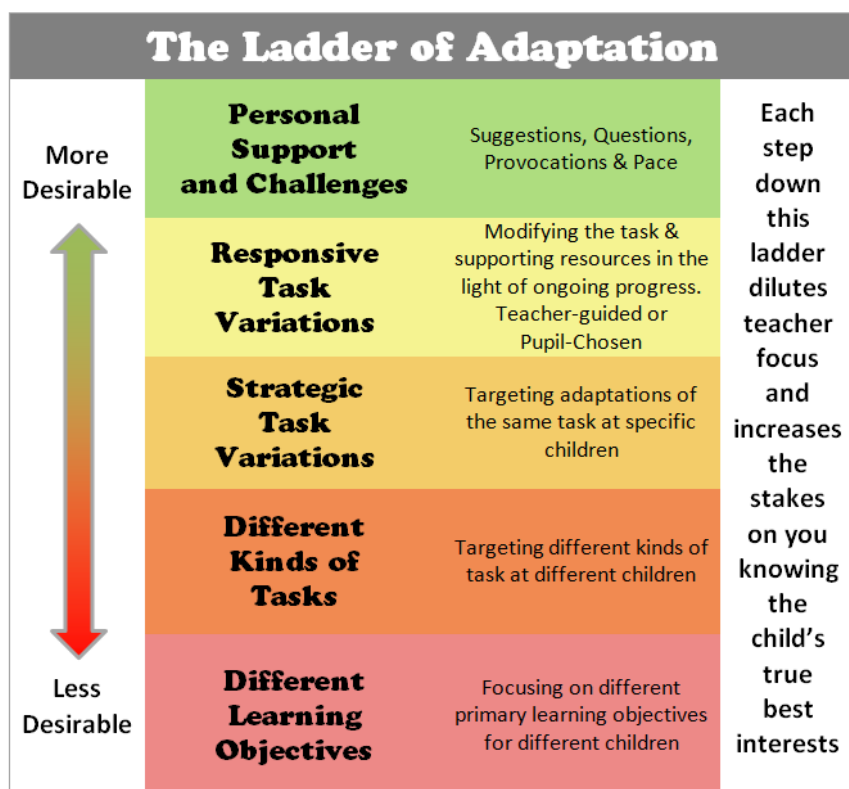
“Differentiation is a craft and one that takes practice. You have to learn to be flexible, to use a range of strategies and have methods you can pull out the bag when you realise it is going wrong. There is no magic key just the desire to know that your learners need it.”

How can teachers differentiate effectively for children /young people with SEND?

‘Differentiation’ is quite a misleading word as it implies something completely ‘different’ needs to be provided for children and young people with SEND, and this is not the case. It is not a word that will be found in the current Ofsted inspection framework.

Looking at the ‘differentiation is’ quotes above, it is evident how important it is for teachers to think about differentiation in terms of **adapting and adjusting** their teaching for children /young people with SEND rather than providing them with something different.

Chris Parsons (2016) summarised the need to think about adapting and adjusting rather than doing something different in his ‘ladder of adaptation’:



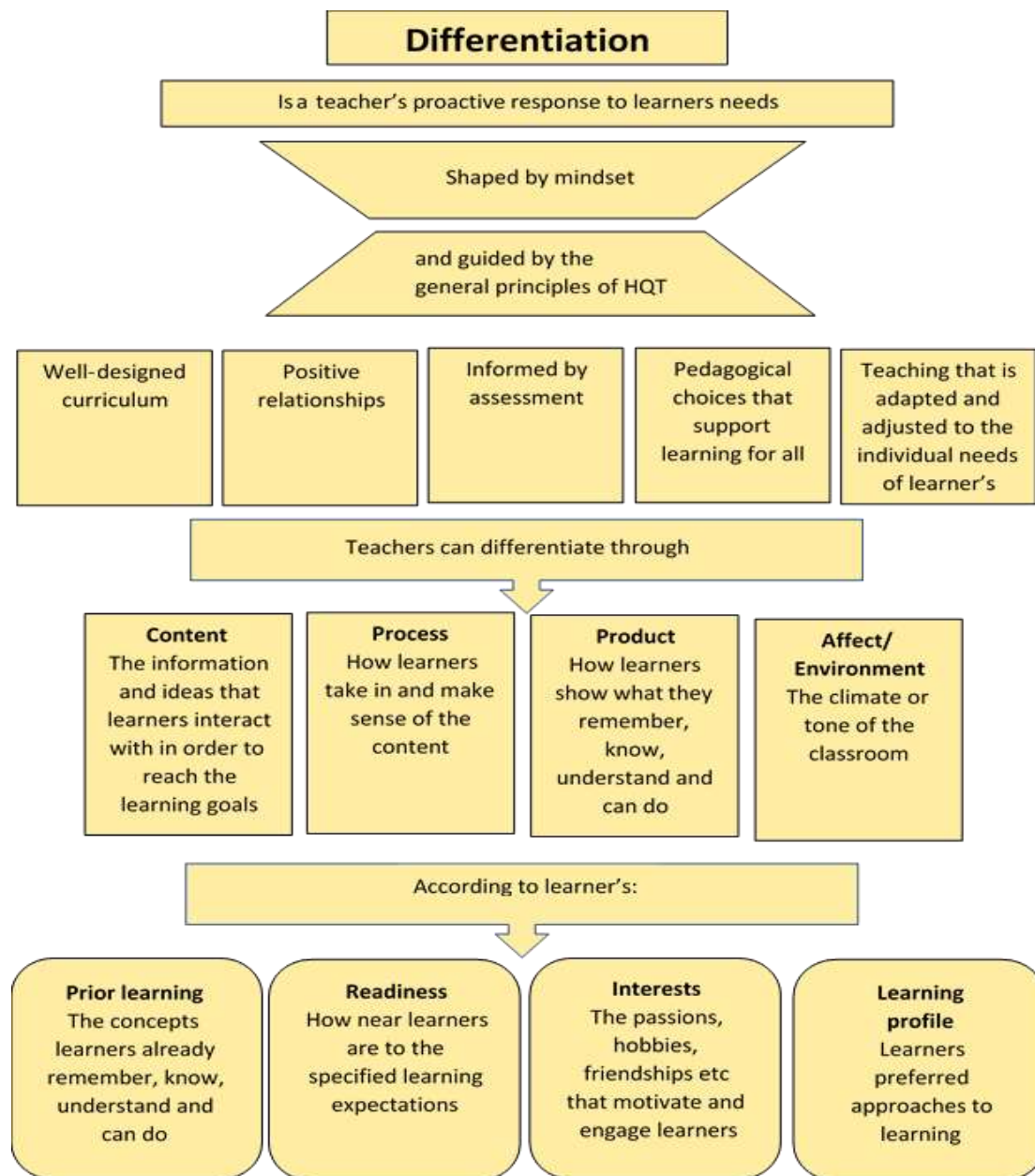
@chrismwparsons

This real-life analogy also helps to explain this:

“Imagine going into a shop to buy jeans and finding the same pair on every rack. No slim. No relaxed fit. Nothing for a person with long or short legs. Just the same jeans on every rack. That would be frustrating, right? True, many shoppers with a certain body shape looking for a particular type of jeans would be more than happy to buy those jeans. But by selling only one type of jeans, the shop would be turning away, and in many ways alienating, other shoppers searching for a type of jeans that meets their wants and needs. Besides, it would be a ridiculous approach to selling jeans.

Unfortunately, many times a similar strategy is used in the classroom. Just as people have different body shapes, they have different learning profiles. So, it doesn't make much sense to use the same learning strategies for everyone and expect every student to learn effectively. Sure, many students would be able to take in the lesson, but there would be others who would have a hard time because, like those jeans, a different type of learning strategy fits them better. That's where differentiated instruction comes in. (adapted from the 'We Are Teachers' website)

This following diagram and explanations, with reference to work on 'differentiated instruction' by [Carol Ann Tomlinson](#), provides a clear overview of the various aspects of effective differentiation and how this translates into adaptation:

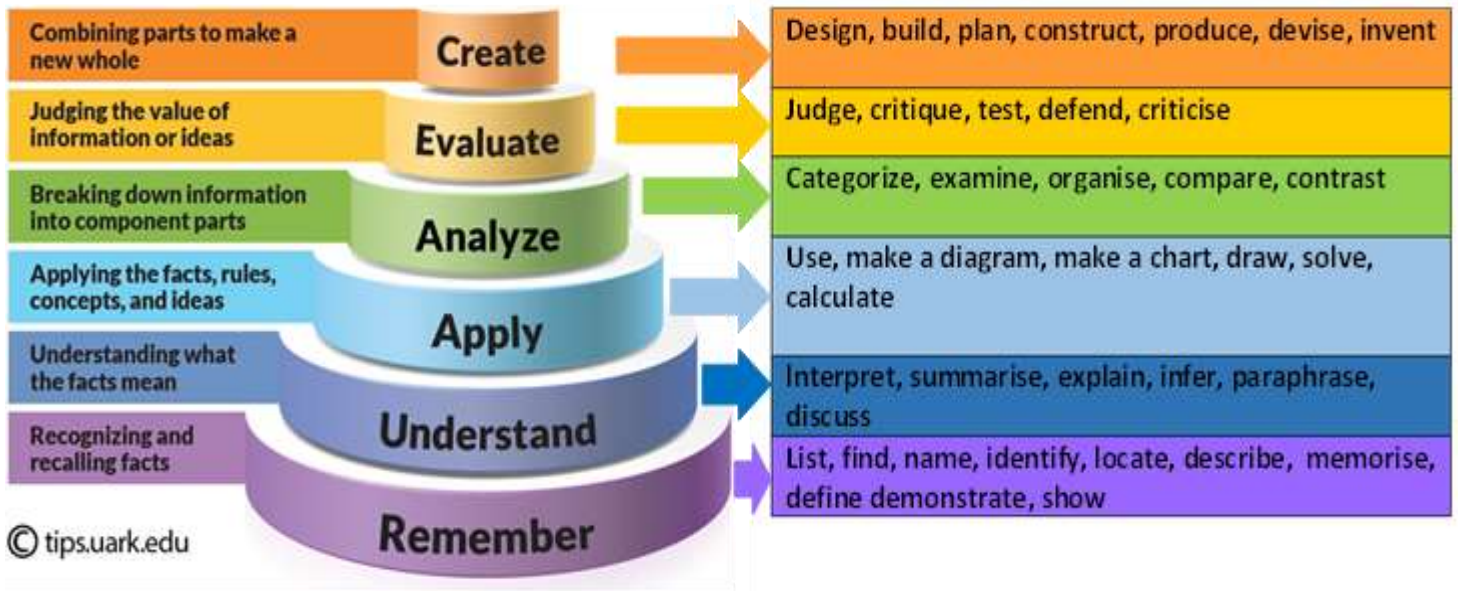


1. Content – The information and ideas that learners interact with in order to reach the learning goals

All teachers will know that lesson content needs to cover the national curriculum and the relevant age-related expectations for any given year group. However, in a class where learners have diverse needs, some children and young people may be completely unfamiliar with the concepts in a lesson, some may have partial knowledge, and some may already be familiar with the content before the lesson begins. Teachers will need to establish learners levels of prior learning / knowledge gaps using formative assessments and then adapt and adjust the lesson content accordingly.

Carol Ann Tomlinson suggests one way that teachers can adapt and adjust lesson content is to design activities that cover various aspects of [Bloom's Taxonomy](#). This is a classification of levels of intellectual behaviour going from lower-order thinking skills to higher-order thinking skills. The six levels are:

Blooms Taxonomy



Learners who are unfamiliar with a lesson could be required to complete tasks on the lower levels: remembering and understanding.

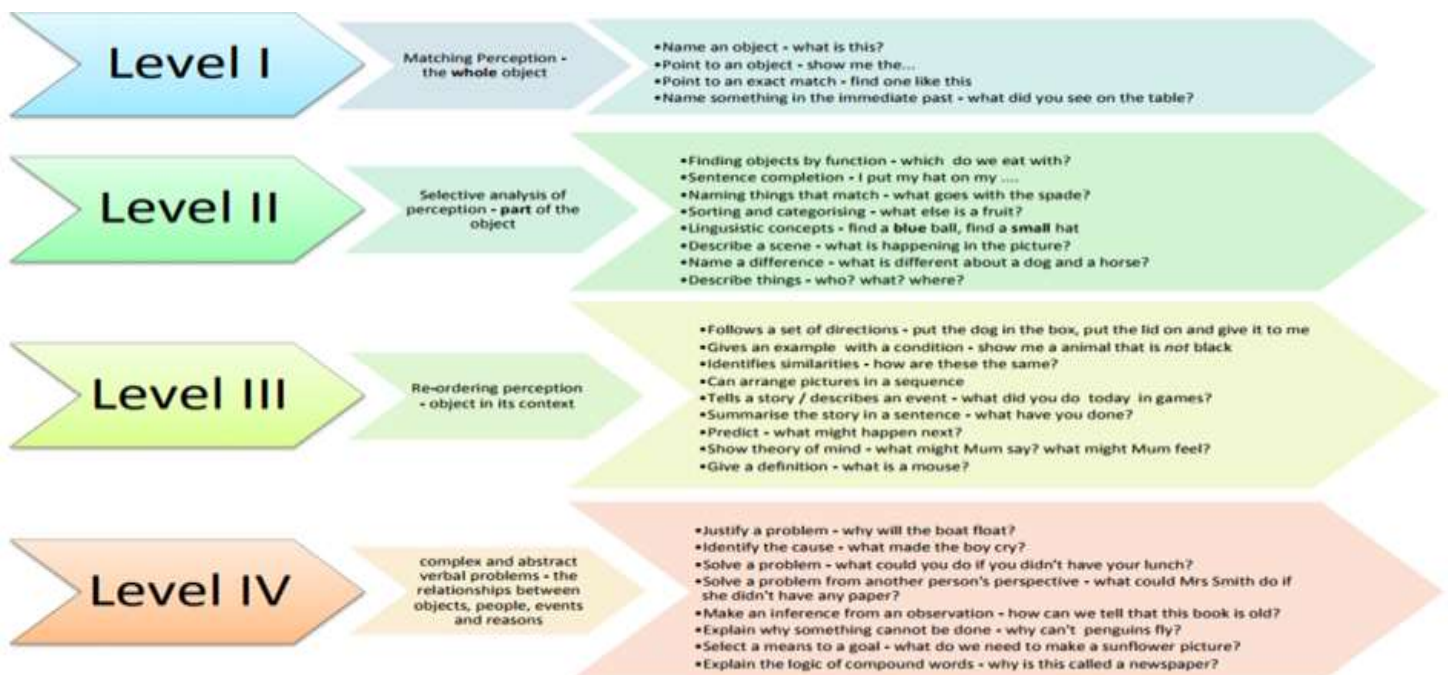
Learners with some partial knowledge could be asked to apply and analyse the content

Learners who have high levels of prior knowledge could be asked to complete tasks in the areas of evaluating and creating.

For example, in a lesson based on a specific text, which all learners are accessing, the content might include:

- Remembering - Match vocabulary words to definitions.
- Understanding - Read a passage of text and answer related questions.
- Applying - Think of a situation that happened to a character in the story and a different outcome.
- Analysing - Differentiate fact from opinion in the story.
- Evaluating - Identify an author's position and provide evidence to support this viewpoint.
- Creating - Make a PowerPoint presentation summarizing the main events in a chapter.

In addition, teachers can refer to [Blanks levels of questioning](#) to help differentiate the content element of their lessons. This is a questioning framework developed by Marion Blank going from simple, concrete questions to more difficult, abstract questions:



2. Process – How learners take in a make sense of the content

While all aspects of differentiation are important, differentiation through process is possibly the most important in terms of HQT. Differentiation through process is all about how teachers deliver the lesson content so that all learners are able to take it in and make sense of it. (process it). This includes learners who have an identified need, such as autism, speech and language difficulties or social, emotional and mental health difficulties. (See below for more detail on strategies for adapting and adjusting lesson delivery for identified areas of need)

It is important to note that Ofsted research indicates **teachers should not ‘waste time planning for a particular learning style’** (i.e. visual, auditory or kinaesthetic). However, teachers do need to know and plan for the different learning profiles of the children /young people in their class. For example, a learner who has weaker literacy skills may benefit from having lesson content delivered as an infographic or with some pictorial content, or a learner who is easily distracted may benefit from having written information in front of them to focus on rather than having to focus on a white board . Additionally, teachers need to recognise that not all learners will require the same amount of support from them. While some learners may benefit from regular one-on-one interaction with the teacher or an additional adult to help them to process lesson content, others will be able to do so by themselves or by working in pairs or small groups. To differentiate through process effectively, teachers need to enhance the learning for children /young people by adapting and adjusting the ways in which lesson content is delivered, this includes the level of teacher/ adult input, based on the needs of the individual learning profiles within the class. As such, there is no expectation that teachers need to deliver **‘multisensory’ lessons** to the whole class.

3. Product – How learners show what they remember, know, understand and can do

The product is what the teacher expects a child /young person to create or do at the end of a lesson or module of work to demonstrate that they have mastered or learnt (i.e. remembered not just performed) the content. This can be any one of numerous activities, including; answering questions, completing a quiz, taking a test, creating a project, drawing a picture or writing a report.

Teachers need to ensure that they have high expectations for all learners in terms of product and avoid differentiating by outcome. This means that the product that teachers plan for each child /young person needs to be at the right level of challenge and differentiated by **quality as opposed to quantity**. It is **important that teachers avoid creating tasks that are “more challenging” simply by requiring children /young people to produce more work.**

Differentiating by outcome is all about enabling each child /young person to give their best possible response.

“Essentially, students will all sit the same (or similar) exams and so the outcomes (specification details) are the same. Students must recall the carbon cycle, balance chemical equations and explain the relationship between the length of a wire and resistance. The only thing that will separate them is their responses. We should be ensuring that those students give the best response they can. In order to do this we must make sure students, over time, have the appropriate resources, support and tasks to enable them to give their best response.” James Bullous 2019

4. Learning environment – The climate or tone of the classroom

The conditions for optimal learning include both physical and emotional elements. Physically, differentiation can be supported through a flexible classroom layout incorporating various types of furniture, a range of meaningful displays and arrangements to support both individual and group work

Examples of differentiating the physical environment:

- Avoid clutter. This can create a chaotic environment and give the wrong message to children /young people
- Display key vocabulary from current topics
- Break some children /young people into groups to discuss the assignment.
- Allow children / young people to read individually if preferred.
- Create quiet spaces where there are no distractions.

Emotionally, teachers need to be able to use classroom management techniques that support a safe and supportive learning environment. Good classroom management leads to a healthy learning environment, **where all children/ young people feel safe, supported, and confident in knowing what's expected of them** in terms of work and behaviour.

Examples of classroom management strategies to support differentiation include:

- **Knowledge and regular use of children's /young peoples' names**
- Consistent classroom rules and expectations so that children /young people know exactly what is expected of them when they enter the room
- Clear expectations for behaviour that are realistic, fair and reasonable
- Consistent challenge when rules and expectations are broken
- Noise level controls that are in line with the task (total silence at all times is not a healthy learning environment) **but avoid an 'anything goes' environment**
- Well managed transitions that describe each step so that children /young people know exactly what they need to do next

What about strategies for children /young people with identified needs?

The following information is also available in the Haringey 'Guidance for SEN Support' document [\(Link needed when document has been put on to website\)](#)

A child/young person who has identified needs should have reasonable adjustments made through Universal Provision and HQT which enable them to access the curriculum and participate fully. This should be enhanced by a range of more focused strategies. It is important that educational settings use research-based strategies that are proven to make a positive difference to how children /young people with identified needs access the curriculum. These include:

Cognition and Learning

This includes difficulties with: reading/phonics, spelling, writing/recording, maths, working memory/ processing/ executive functioning, self-esteem as a learner

- resources such as pencil grips, writing slopes, aids to support spacing between words, adapted books as needed
- resources to support independent learning such as spelling dictionaries, spell checkers, alphabet strips, phonics mats, High Frequency Word mats, working walls, number lines/squares, concrete apparatus, talk tins (voice recording), picture word banks, cloze procedure, writing scaffolds, task planners
- Information presented visually as well as in writing
- **Information broken down and presented in manageable 'chunks'**
- Simplified / reduced levels of language
- Use of a scribe to capture ideas
- Peer support – classroom layout/groupings, talk partners
- Use of technology including iPad (talk and type), laptop, reading pen
- Focus on key learning objectives of each lesson including opportunities to revisit and recap learning
- structured phonics/reading/spelling/maths programmes

Speech, Language and Communication

This includes difficulties with: receptive language (understanding what is said to them) expressive language (speaking effectively/ fluently), intelligibility, attention and listening, social development, interaction and play

- Reduced pace of teacher talk
- Instructions given in clear and accessible way for example given in short chunks using simplified language and clear sentence structure, stressing key words
- Additional time to process oral information and prepare answers
- repetition of instructions, using the same or simplified language
- Use of non-verbal cues such as visuals and gestures
- Clear transitions within and across lessons
- a calm, ordered learning environment that supports listening, attention and communication
- Vocabulary rich environment (e.g. repetition and use of vocabulary with peers)

Autism / Social interaction & Communication

This includes strategies *to support autistic pupils and those with* social interaction/communication differences. Methods of support aimed at developing: learning, social communication, social Interaction, play, social imagination, flexible thinking, self-organisation, sensory processing, understanding own emotions, understanding others emotions and self-awareness.

- A calm, ordered learning environment that supports listening, attention and communication
- Visual supports e.g. visual timetables, now and next board, gestures
- tick lists for tasks and self-organisation if needed
- A reduction of sensory distractions
- Regular access to sensory resources and activities such as:
 - ear defenders
 - wobble cushion
 - fiddle toy
 - Chewys
 - Movement breaks
- Careful preparation and management for transitions and unexpected changes
- Use of technology laptop or a work screen if needed.
- extra processing time
- the use of talk partners to rehearse what to say.
- A buddy/befriender system or support for interactions at play and lunch times if needed.
- An emphasis on modelling tasks to provide clarity.
- Opportunities to work independently including support and encouragement to 'give it a go'.

Specific Learning Difficulties

This includes difficulties with: Dyslexia, Dyscalculia, Dyspraxia, Literacy, Mathematics, reading own writing

Dyslexia

- provision of written notes to reduce need to copy from white board
- using coloured pens on the white board
- using coloured text on work sheets
- bullet points to break up text
- Cover text to enable focus on each part
- Alternative methods of recording using for eg, mind maps, card sorts, scribe, recording devices or ICT.
- Additional time to complete tasks

- resources to support independent learning such as:
 - spelling dictionaries
 - spell checkers
 - alphabet strips
 - phonics mats
 - High Frequency Word mats
 - working walls
 - word processing
 - highlighters
 - post-its

Dyscalculia

- resources to support independent learning such as:
 - Squared paper to help line up numbers
 - Number line
 - 100 square
 - Calculator
 - Times table chart
 - Concrete apparatus
- Use of concrete examples that connect to real life
- Talk through or write down a problem in a sentence
- Draw the problem or allow the pupil to draw the problem
- Cover text to enable focus on each question
- Break down mathematics problems into smaller steps
- provided separate worksheets for number problems and word problems
- Highlight or circle key words or numbers
- Additional time to complete tasks

Dyspraxia (DCD)

- Seat near to the board and away from distractions
- Present instructions clearly, one thing at a time
- resources such as pencil grips, writing slopes, aids to support spacing between words, adapted books as needed
- opportunities to recap learning
- timetables, planners and lists to help self-organise
- Additional time to change for PE

Social, Emotional and Mental Health

This includes difficulties with: ADHD, attachment disorder, behaviour, engagement and motivation, feeling safe, self-esteem, self-confidence, resilience, empathy, managing relationships

- Rewards and praise used carefully to positively reinforce desired behaviours.
- staff modelling and reinforcing specific social skills and emotional literacy skills
- access to a quiet work area and resources to support focus and attention
- **Behaviour policy is modified or disapplied to meet pupil's needs.**
- Careful consideration to be given to group dynamics within class, for example seating plans.
- Pre warning of changes to activities, routines, and staffing. i.e., now next board/ visual timetable
- Strategies to support understanding and expressing emotions appropriately such as: emotions barometer or incredible five-point scale.
- Movement breaks are planned, and pupil can request rest or time out breaks to manage own emotions.

- School trips planned and risk assessed well in advance taking into consideration the needs of the pupil.
- Positive language/ celebrating individual achievements

Physical /Medical

This includes difficulties with: Curriculum access, fine motor skills, gross motor/mobility needs, personal care, medical needs, environmental access, safety

- Recognition that reduced mobility or ability to speak may exist in pupils who are able to learn at age appropriate levels.
- Flexibility in school uniforms, with regard to pupils with physical or medical needs being allowed to wear easy to manipulate clothing such as tracksuit bottoms, trainers, elastic or clip tie, zip up fleece rather than jumper if necessary.
- Consideration given as to how to help pupils keep up with any missed learning opportunities due to ill health, medical appointments etc
- All staff aware of care plans and support needs.
- Support to manage medical conditions such as monitoring blood sugar levels
- Environment supports and adjustments for independence eg, resources are accessible, adequate space between tables to enable ease of movement.
- Pencil grips or writing slopes if required to support their writing
- Alternative methods of recording, including access to a laptop or tablet and easy-to-access software such as Clicker, if necessary
- Support to cut up food and to open packets and containers if required
- Access to training cutlery if required
- Access to disabled access toileting facilities if necessary
- Support to develop toilet training skills and personal care independence skills if needed
- One to one support for specific times e.g., for hand holding when walking longer distances or supervision for off-site visits
- Basic support to assist pupils with changing for PE lessons e.g., doing up shoelaces if needed
- Support to help pupils to put on or remove simple therapy equipment e.g., lycra gloves or ankle / foot orthotics
- Additional time planned for movement around school.
- Peer mentoring.
- School trips planned well in advance taking into consideration the needs of the pupil

Hearing Loss

This includes difficulties with: Listening skills, curriculum access, language and communication, social and emotional wellbeing, other considerations, multi-sensory impairment

Audiology Equipment

- Where hearing aids are issued encourage pupils to wear them consistently
- Hearing profiles and audiological information shared with relevant staff including supply teachers and lunch time supervisors
- Effective use of additional listening devices such as radio aids
- Access to spare batteries in school when needed
- Keeping equipment safe and secure when not being used

Environment

- Support good listening by encouraging a calm learning environment where background noise is reduced and maintained at a conversational level
- **Pupil's seating is away** from sources of background noise e.g. heaters, computers, busy sinks etc
- A seating plan that will offer deaf pupils good listening and clear visual access to the class teacher, support staff and their peers (to enable lip reading where appropriate)
- Pupils seated near the front of the class with clear view of teachers face and any visual information.
- Oral text supported with visual material
- Ensure adequate and appropriate lighting

- Measures to achieve optimum acoustic environments such as wall displays, curtains, carpeting, sound field, hush-ups
- Classroom noise is minimised e.g. by adding felt pads inside pencil pots. Ensure table and chair legs have rubber feet and echoes are dampened e.g. by using fabric and displays to cover bare walls

Curriculum, teaching and learning

- Instructions are delivered clearly and at an appropriate volume. Adults use normal rhythm and intonation. Lip movements are not exaggerated
- The teacher avoids positioning him/herself with back to a window/light source or with back to pupil
- Visual supports for teaching for instance using gestures, pictures and props to aid listening and understanding
- Careful consideration when choosing media resources to enable the use of subtitles.
- Differentiated learning materials - personal dictionaries, writing templates, subject-specific work mats with reference information.
- Key information and vocabulary written down
- Reduced pace of teacher talk
- Instructions given in clear and accessible way for example given in short chunks using simplified language and clear sentence structure, stressing key words
- Additional time to process oral information and prepare answers
- Repetition of instructions, using the same or simplified language
- Vocabulary rich environment (e.g., repetition and use of vocabulary with peers)
- A variety of methods for presenting and recording information e.g., **computer, diagram, mind map...** are employed
- Ensure good listening access by facing the class when teaching, avoid **teaching “to the whiteboard”**.
- **Be mindful that moving around affects the quality of the deaf pupil’s listening experience**
- Be aware of the challenges with dictation or similar tasks requiring simultaneous writing and lip reading
- Time for listening, thinking and responding are provided.

Social and Emotional Well being

- Awareness that pupils with a hearing loss may have gaps in their understanding of social norms due to immature language or delayed language
- A Buddy/befriender system or similar at play and lunch times to support social inclusion
- Encourage whole class discussion with consent from the deaf pupil, about hearing loss and use of listening devices to support their self-esteem.
- School trips planned and risk assessed well in advance taking into consideration the needs of the pupil
- The health and safety needs of a child with partial in high-risk areas such as PE, technology and science, have been considered.
- Peer **awareness of pupil’s disability and associated needs (as appropriate and in agreement with the pupil and parent)** is promoted.

Visual Impairment

This includes difficulties with: Learning/access to the curriculum, independence and mobility, social and emotional wellbeing, multi-sensory impairment

Environment

- A well organised, clearly labelled, and consistent learning environment with minimal clutter and high contrast furniture and fittings
- Contrasting colours are used to demarcate spaces and their functions
- Any changes to classroom/school layout should be explained and described in detail
- A calm, quiet learning environment that supports listening, attention and communication
- A learning environment with comfortable, consistent lighting and minimal glare on teaching boards
- Consistent lighting in the wider school setting
- A quiet work area if needed
- Pupils’ coat pegs, class trays, lockers easily located (end of coat line, top of tray holding drawers etc)

Curriculum, teaching and learning

- Pupil given the option to sit where best suits their vision
- Use of magnifying technology
- Use of screen sharing technologies to enable access to content on separate devices
- **Extra time to complete tasks and 'down time' to reduce the effects of visual fatigue**
- Short bursts of focused adult support to check understanding of instructions and teaching
- Alternative methods for recording information in the classroom and for homework are considered e.g., audio.
- Expectations of the volume of work to be produced may need adjusting whilst still fulfilling the objective of the lesson.
- Classroom displays are in an accessible format
- Verbal reinforcement strategies to support active and independent learning in a nurturing environment
- TAs, LSAs and support staff appropriately trained and deployed. They will be used to support pupil access to learning rather than replace the class teacher.
- Pupils should be close to any practical demonstrations
- Verbalise what is being done using rich descriptive language
- Pupil provided with own copy of any texts that are shared on the teaching board

Resources

- Lesson resources should be enlarged to an appropriate size, and modified before the start of the lesson if required
- Larger print books, Kindle, ebooks, RNIB Bookshare
- Use of adapted equipment, such as talking calculators, scales, high contrast PE equipment
- Large print resources with good quality print using high contrast, with minimal visual clutter
- Use a sans serif font, such as Arial, for lesson resources and teaching slides
- Good quality stationery
- Use of modified exercise books with bolder lines for writing and bolder boxes for maths
- Use of darker pencils for written work

Social and emotional wellbeing

- Clinical information provided by appropriate specialists should be shared with relevant staff
- Vision Profile outlining implications for learning shared with relevant staff
- A Buddy/befriender system or similar at play and lunch times
- School trips planned and risk assessed well in advance taking into consideration the needs of the pupil

HIGH QUALITY TEACHING – DESCRIPTORS

1.	All staff have a clear, unified vision of what constitutes HQT
2.	The approaches and attitudes that teachers have to teaching mean that most children/ young people find learning to be a good fit most of the time
3.	the SENDCo has the appropriate status, skills, training and expertise to be able to monitor and evaluate that HQT is taking place and to provide appropriate support and challenge to teachers to change things when it is not
4.	The quality of teaching for pupils with SEN, and the progress made by these pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff
5.	The SENDCo supports staff to develop the right 'knowledge and tools' to deliver HQT, for instance through: <ul style="list-style-type: none"> • leading by example • working collaboratively with teachers and other staff • monitoring planning

	<ul style="list-style-type: none"> • observing teaching • analysing progress data • conducting regular learning walks which focus on Inclusion and SEND support • using information gathered to develop teacher practice
6.	Teachers have positive relationships with the children /young people in their class and know them well
7.	Teachers work directly with the SEND pupils in their class every day. This means that they have an accurate understanding of the progress that the pupils are making in each lesson
8.	Teachers and other adults have a positive approach, including the use of positive language and focused praise
9.	Teachers have the skills and knowledge to be able to make good pedagogical choices /choose the teaching strategies that are most suited to the topic they are teaching, the level of expertise of the children /young people being taught, and the stage that these children /young people are at in their learning journey
10.	Teachers prioritise learning over performance
11.	Teachers use their knowledge of individual children /young people to personalise learning, for instance by linking it to a hobby or interest
12.	Teachers make effective use of formative assessment to review learning and adapt their practice
13.	Teachers have a clear understanding about what differentiation is and is not
14.	Teachers view differentiation as adapting and adjusting their teaching rather than providing children / young people with something completely different from their peers
15.	Teachers plan well sequenced, manageable lessons so that pupils with SEND access learning alongside their peers and are not isolated or segregated.
16.	Teachers differentiate effectively through lesson content including Blooms and Blanks
17.	Teachers differentiate effectively through process
18.	Teachers differentiate effectively through product
19.	Teachers differentiate effectively through environment
20.	Teachers consistently and effectively deploy universal, research-based strategies for children /young people with cognition and learning needs in their class as part of HQT practice
21.	Teachers consistently and effectively deploy universal, research-based strategies for children /young people with speech and language needs in their class as part of HQT practice
22.	Teachers consistently and effectively deploy universal, research-based strategies for children /young people with autism /social interaction & communication needs in their class as part of HQT practice
23.	Teachers consistently and effectively deploy universal, research-based strategies for children /young people with specific learning difficulties in their class as part of HQT practice

24.	Teachers consistently and effectively deploy universal, research-based strategies for children /young people with social, emotional and mental health needs in their class as part of HQT practice
25.	Teachers consistently and effectively deploy universal, research-based strategies for children /young people with physical /medical needs in their class as part of HQT practice
26.	Teachers consistently and effectively deploy universal, research-based strategies for children /young people with hearing impairment in their class as part of HQT practice
27.	Teachers consistently and effectively deploy universal, research-based strategies for children /young people with visual impairment in their class as part of HQT practice
28.	Monitoring activities shows that HQT is embedded into all subject areas, at all levels across all years by all and is effectively meeting the needs of the majority of pupils with SEND across the school. Where this is not the case, leaders take swift action to improve the quality of teaching