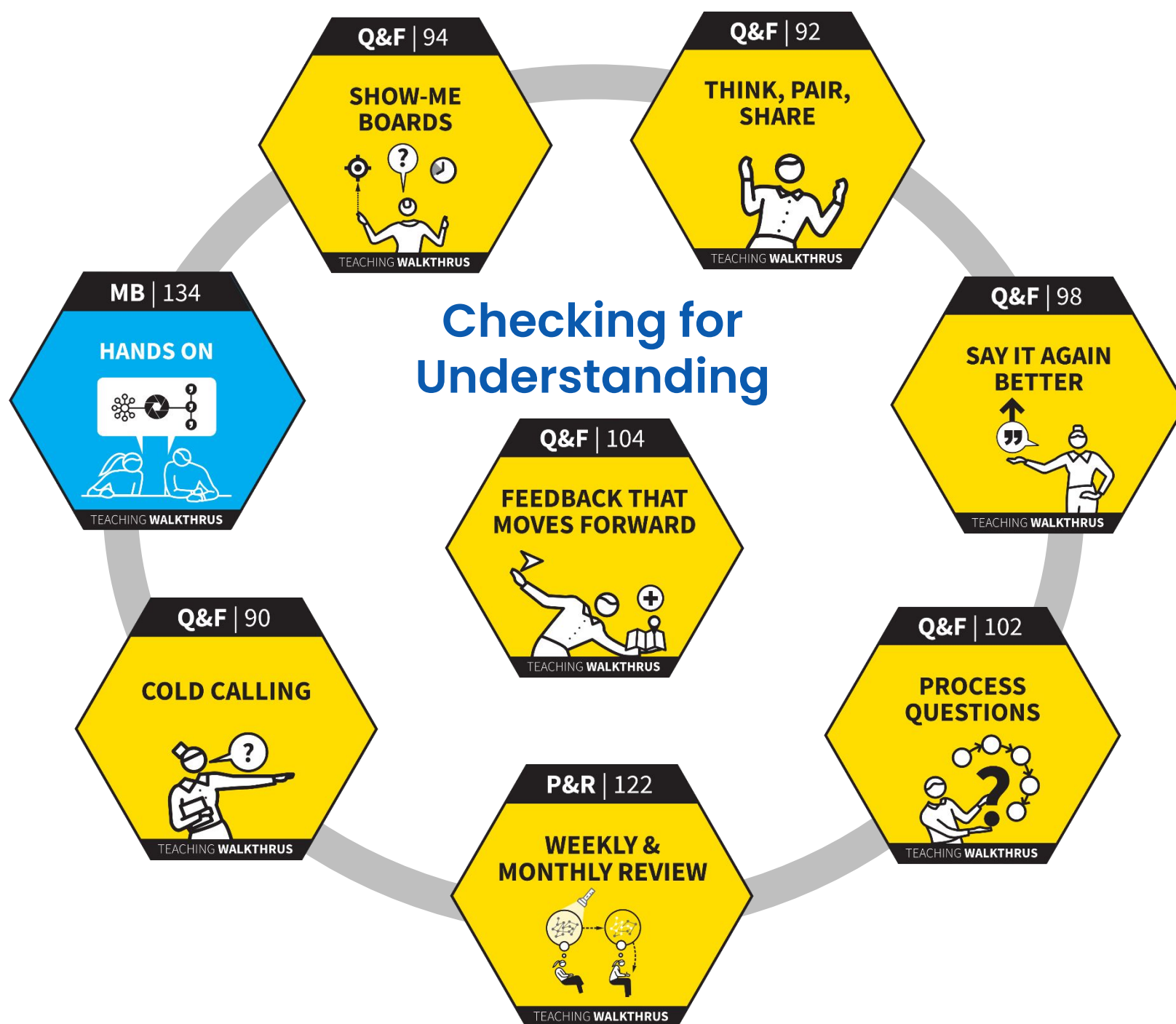


Teaching and Learning Core Techniques (WalkThrus)

What great teaching looks like in our school:

Lesson Structure



Literacy across the Curriculum



Teaching and Learning Core Techniques (WalkThrus)

3. Ensure all pupils have access to high quality teaching = responsive, adaptive teaching

Lesson Structure



1. Create a positive and supportive environment for all pupils without exception

2. Build an ongoing, holistic understanding of your pupils and their needs

Our assess plan do review cycle

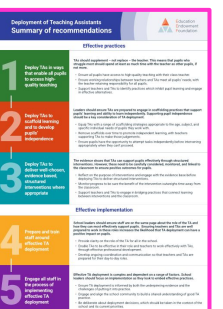
Our universal provision

Our flexible grouping

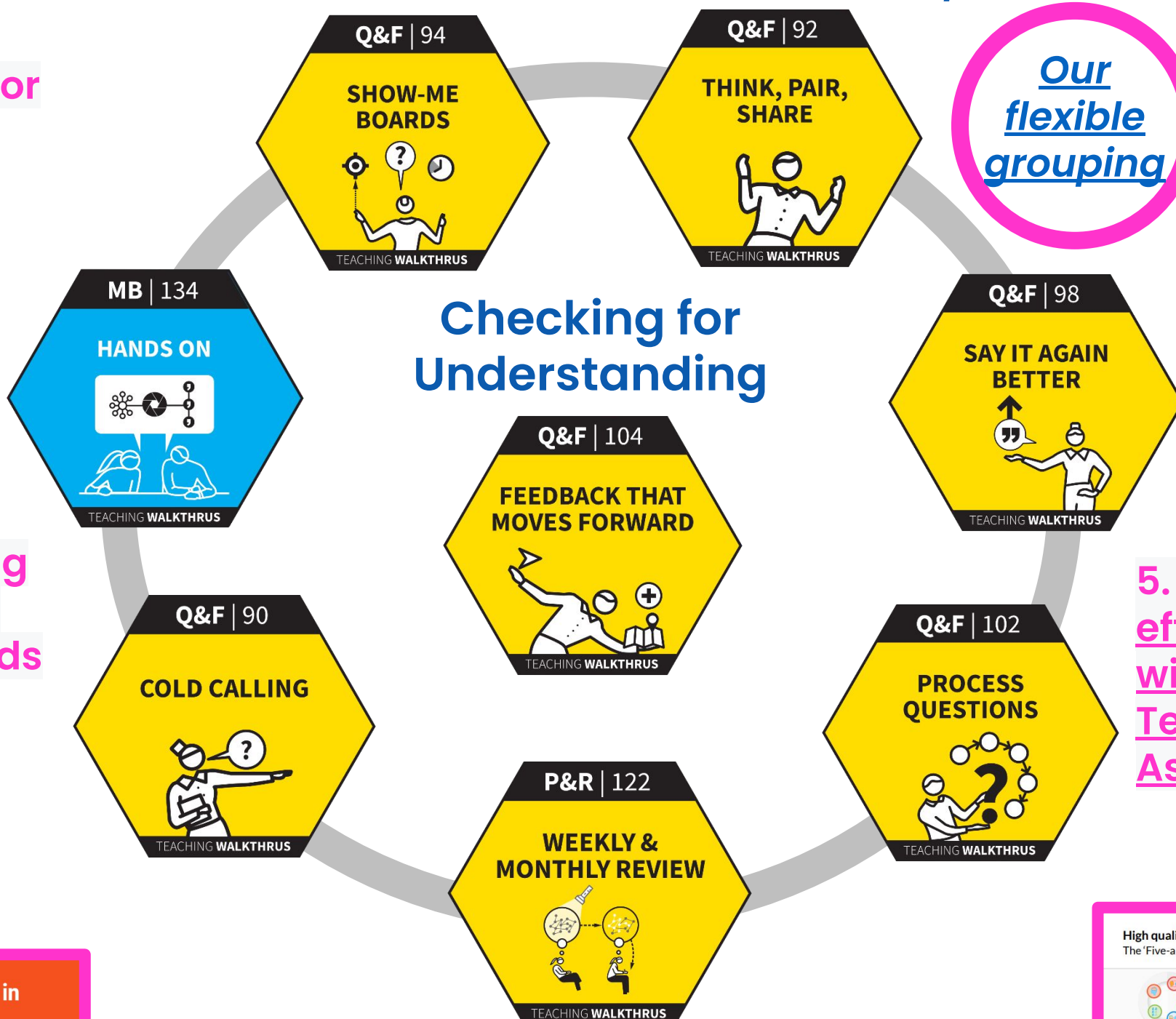
4. Complement high quality teaching with carefully selected small-group and one-to-one interventions

Our targeted and specialist provision

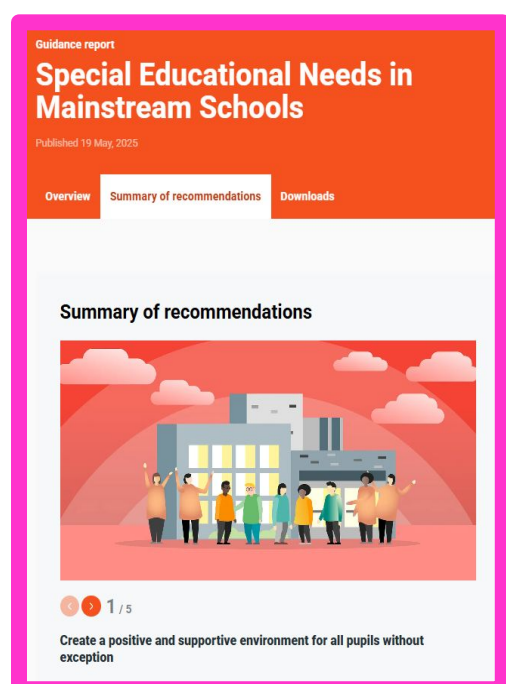
5. Work effectively with Teaching Assistants



Checking for Understanding



Literacy across the Curriculum



Summary of recommendations



HQT 'Five-a-day' principle

Respect Happiness Growth Hope Motivation Community



Teaching and Learning Core Techniques (WalkThrus)

Guidance report Special Educational Needs in Mainstream Schools

Published 19 May, 2025

Overview Summary of recommendations Downloads

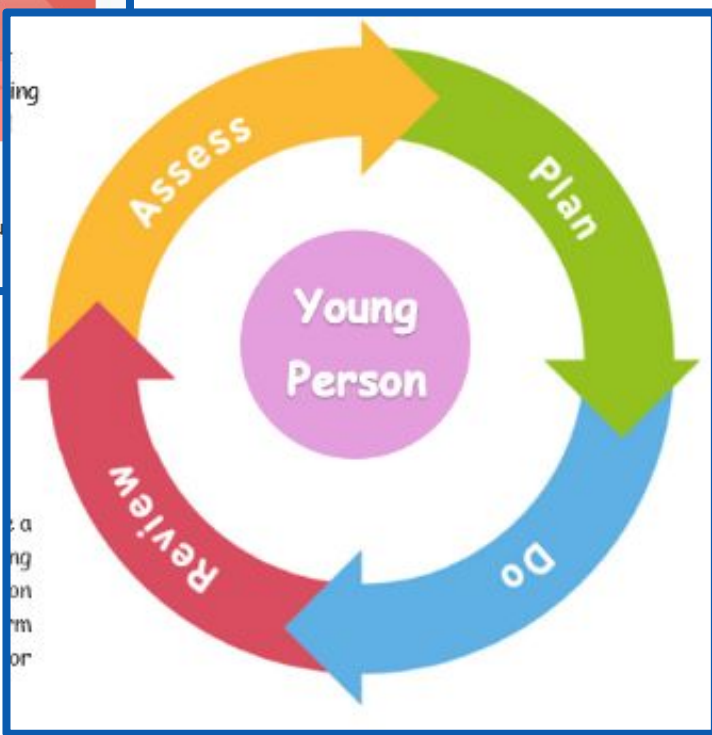
Summary of recommendations



1 / 5

Create a positive and supportive environment for all pupils without exception

Adopting a graduated approach: assess, plan, do, review



Teaching assistants play a vital role in schools

Scaffolding framework Teaching Assistant - pupil interactions

Successful TA-pupil interactions provide the support pupils need, but not more than they need. **support first**, informed by a deep knowledge of their pupils and what they might need for a step towards independence over time. This framework aims to show what this might mean for TAs' work with pupils, and offers examples of support colleagues.

	Definition	Visual scaffolds
Self-scaffolding	Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolding can plan how to approach a task, problem solve as they go, and review how they approached a task.	Pupils independently create their own reminders. This might be a mind map or key information or symbols/codes that the child to condense the learning.
Prompting	TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge but refrain from specifying a strategy. The aim is to nudge pupils into developing a self-scaffolding technique.	Encouraging pupils to draw upon their knowledge to identify visual prompts in the classroom, such as task planners, a list of actions, or working walls.
Clueing	Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.	Providing visual clues to scaffold pupil understanding of key concepts or recall essential information, such as manipulatives and representations in maths, images to support vocabulary learning, or simple images of events in a sequence.
Modelling	Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.	Providing a visual demonstration or model of the task for a pupil to use as a basis for their own work.
Correcting	Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, the principle of providing least help first should be considered before deciding to do so.	Providing annotations to identify and correct misconceptions in a pupil's work (without requiring pupils to correct these for themselves).

Deployment of Teaching Assistants Summary of recommendations

Effective practices

- 1 Deploy TAs in ways that enable all pupils to access high-quality teaching**
TAs should supplement – not replace – the teacher. This means that pupils who struggle most should spend at least as much time with the teacher as other pupils, if not more.
 - Ensure all pupils have access to high-quality teaching with their class teacher.
 - Ensure working relationships between teachers and TAs meet all pupils' needs, with the teacher retaining responsibility for all pupils.
 - Support teachers and TAs to identify practices which inhibit pupil learning and engage in effective alternatives.
- 2 Deploy TAs to scaffold learning and to develop pupils' independence**
Leaders should ensure TAs are prepared to engage in scaffolding practices that support pupils' learning and ability to learn independently. Supporting pupil independence should be a key consideration of TA deployment.
 - Equip TAs with a range of scaffolding strategies appropriate to the age, subject, and specific individual needs of pupils they work with.
 - Remove scaffolds over time to promote independent learning, with teachers supporting TAs to make those judgements.
 - Ensure pupils have the opportunity to attempt tasks independently before intervening appropriately when they can't proceed.
- 3 Deploy TAs to deliver well-chosen, evidence based, structured interventions where appropriate**
The evidence shows that TAs can support pupils effectively through structured interventions. However, these need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils.
 - Reflect on the purpose of interventions and engage with the evidence base before deploying TAs to deliver structured interventions.
 - Monitor progress to be sure the benefits of the intervention outweighs time away from the classroom.
 - Support teachers and TAs to engage in bridging practices that connect learning between interventions and the classroom.
- 4 Prepare and train staff around effective TA deployment**
School leaders should ensure staff are on the same page about the role of the TA and how they can most effectively support pupils. Ensuring teachers and TAs are well-prepared to work in these roles increases the likelihood that TA deployment can have a positive impact on pupils.
 - Provide clarity on the role of the TA for all in the school.
 - Enable TAs to be effective in their role and teachers to work effectively with TAs, through effective professional development.
 - Develop ongoing coordination and communication so that teachers and TAs are prepared for their day-to-day roles.
- 5 Engage all staff in the process of implementing effective TA deployment**
Effective TA deployment is complex and dependent on a range of factors. School leaders should focus on implementation as they look to embed effective practices.
 - Ensure TA deployment is informed by both the underpinning evidence and the challenges of putting it into practice.
 - Engage and align the school community to build a shared understanding of good TA practice.
 - Be deliberate about deployment decisions, which should be taken in the context of the school and its current priorities.

Effective implementation

- Strategies which have previously been successful: "I remember that when you did this well before, you followed the writing frame..."
- Giving a model of a successful response to a task: "If I were answering this question, my sentence starter might be..."
- Correcting any errors or misconceptions for a pupil: "I can see a mistake here, the correct response is..."
- Providing sentence stems, word banks, or partially completed examples to help a pupil get started on a task.
- Providing a written worked example for a pupil to use as a basis for their own work.
- Writing the correct answer, spelling, or method for a pupil to copy.

High quality teaching benefits pupils with SEND The 'Five-a-day' principle



The research underpinning the EEF Mainstream Schools' indicates that for pupils with SEND, five specific, particularly well-evidenced as having of these strategies, which they can them as the starting point for class

1 Explicit instruction

Teacher-led approaches with a focus and frequent checks for understanding practice, before independent practice

2 Cognitive and metacognitive strategies

Managing cognitive load is crucial to students' long-term memory. Provide monitor and evaluate their own learning

3 Scaffolding

When students are working on a task or resource such as a writing frame. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

Flexible grouping

SEND, including these five principles
see report 'Special Educational Needs'

Education
Endowment
Foundation

Adaptive teaching and not differentiation

Responsive Teaching:

instructional inputs, eliciting evidence, adaptive feedback loops

Creating
conditions such
that
ALL
students are:

Thinking
attention, goals, activating knowledge

Making Meaning
prior knowledge → secure schema

Practising
consolidation, fluency, application

E&M | 84

SET THE STANDARDS



TEACHING WALKTHRUS

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SCAFFOLDING



TEACHING WALKTHRUS

What is adaptive teaching?

Respect Happiness Growth Hope Motivation Community