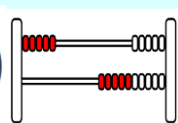
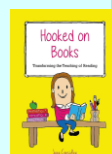


# QUALITY OF EDUCATION

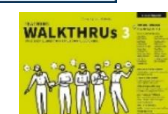
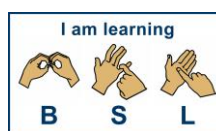
## EMBED & UNDERSTAND

<b>1</b> Explicit instruction	Teacher-led approaches with a focus on clear explanations, modelling, and frequent checks for understanding. These are followed by guided practice, before independent practice.	<b>T</b> timing	Intervention sessions are often brief (e.g. 15-40 mins) and regular (e.g. 2-5 per week).
<b>2</b> Cognitive and metacognitive strategies	Managing together back to front if new content is to be transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor, and evaluate their own learning.	<b>A</b> ssessment	Assessments are used to identify pupils' gaps in areas of focus, and to track progress.
<b>3</b> Scaffolding	When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a template to guide them. Aim to provide the support of the resource throughout the course of the lesson, week, or term.	<b>R</b> equesting	The intervention has structured supporting resources and resources, with clear objectives and a possible delivery script.
<b>4</b> Flexible grouping	Allocate groups temporarily, based on current level of attainment. This could, for example, be groups that come together to get some additional reading instruction based on current need before joining the main class.	<b>G</b> iving it time	Consistent timetabling is in place to ensure consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).
<b>5</b> Using technology	Technology can be used by a teacher to model content, for example, to use a word bank to help them to learn, to practice, and to record their learning. For instance, you might use a class calendar to show pupils' work or to jointly record and monitor progress.	<b>E</b> xpert delivery	Interventions are delivered by a qualified teacher or, if they are available, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.
		<b>T</b> eachers	Not delivered by the classroom teacher, the intervention deliverer and the teacher communicate regularly and make appropriate connections between what is done in learning and classroom teaching.



## NEW

<b>1</b> Explicit instruction	...can deliver and record language when explaining things to pupils, checking their understanding frequently?	<b>3</b> Scaffolding	...can scaffold tasks, using a range of resources to support pupils to access the learning?
<b>2</b> Cognitive and metacognitive strategies	...can use coding (i.e. diagrams, images or tables) as a visual aid to help pupils understand the content?	<b>4</b> Flexible grouping	...can scaffold tasks in a way that allows pupils to work at their own pace, while still being part of the group?
	...can help to organise the task before expecting pupils to work independently?	<b>5</b> Using technology	...can use technology as part of the delivery of the learning?
	...can support pupils to learn (especially learned content, before they move on to new content)?		
	...can help to organise the task before expecting pupils to work independently?		
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**TARGET:** PP Writing EXP. PP Reading, Writing & Maths GD.

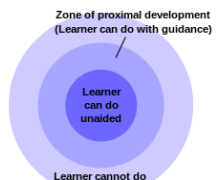
## BEHAVIOUR & ATTITUDES



## PERSONAL DEVELOPMENT



## EARLY YEARS



## LEADERSHIP & MANAGEMENT

### Filtering and Monitoring 2023

How schools and colleges in England can responsibly address their filtering and monitoring duties to safeguard and better protect children and young people online.

Essential

