

# Towards 2014 – Preparing for Change

## Guidance Sheet 3 (July 2014)

### Quality First Teaching

#### The Issue:

#### Ofsted Subsidiary Guidance September 2013:

44. Inspectors need to take into account the proportion of pupils who have levels of attainment below those expected for their age and where these are related to cognitive difficulties. The judgement of these pupils' achievement should be based on an evaluation of their learning and progress relative to their starting points at particular ages, and any assessment measures held by the school.
47. Inspectors should also look at the way the school identifies pupils who have special educational needs. They should find out whether pupils have been identified as having special educational needs, when in fact their progress has been hampered by weak teaching.

#### The SEN Code of Practice 0-25 years (July 2014) says:

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

6.4 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.

#### Guidance:

Schools should consider whether the following elements of good practice are embedded into their practice:

- Inclusion - Knowledge of four broad areas of need
- Different groupings for different purposes
- Differentiation/ matching work to the needs of the pupil
- Encouraging independence
- Using knowledge of prior attainment to plan for progress
- Sharing learning objectives and outcomes
- Use of appropriate resources – age and stage appropriate
- Effective deployment of support staff/additional adults
- Sharing any concerns with appropriate staff
- Appropriate staff to share concerns with pupil/student/parent/carer
- Responding to professional advice from external agencies
- Knowing targets through target setting/tracking/provision maps and planning appropriate work
- Engaging with CPD on SEN issues, in house/external provider