



Shared Understanding of Excellent Teaching (SUET) 2026-27

INCLUSIVE CLASSROOM CLIMATE:

- Warm, respectful relationships and achievable, ambitious academic expectations; mistakes celebrated as learning opportunities.
- The classroom is accessible and inviting for all pupils (Learning Environment Checklist); appropriate scaffolds are impactful in meeting the needs of pupils and are gradually withdrawn.
- Teachers know how to boost a child's self-esteem effectively e.g. praise and rewards.
- Consistent language for feedback (**"What went well... Can you try to...?"**).
- Flexible, mixed-attainment grouping for collaborative tasks, training pupils to coach one another.
- Adapt the same learning goal for all; use IEPs, **EHCPs and professional reports** to tailor tasks for key pupils.
- **Create a classroom culture that encourages social communication and emotional regulation (visuals); sensory needs are catered for individual needs.**

MAXIMISING OPPORTUNITY TO LEARN:

- Plan purposeful oracy opportunities to maximise thinking time and minimise teacher talk.
- Use time purposefully through effective transitions and explicit time cues to protect learning minutes.
- Root behaviour systems in character development via the school vision and values; rehearse these.
- Set tasks that explicitly reinforce the most important knowledge of the lesson.
- **Stagger new learning and repeat concepts often to strengthen memory traces; use movement breaks to refocus pupils and reduce anxiety.**

RESPONSIVE ASSESSMENT & FEEDBACK:

- Anticipate likely misconceptions/**barriers to learning** in long-term curriculum development and individual lesson planning; address these as a teaching team during the lesson.
- Teachers use live marking/whole-class feedback where possible.
- Assessment strategies (formative and summative) ensure that the most important learning and foundational knowledge and skills are identified and retaught and gaps in learning are addressed swiftly.
- Adaptive teaching includes reteaching, worked examples or extensions (e.g. with visualiser) **using multi-sensory approaches where needed.**

EXPLAINING:

- Ensure the learning focus is on foundational skills/knowledge; avoid unnecessary complexity.
- Start new learning with explicit links to prior knowledge and clear learning intentions tailored for the pupils e.g. simple language; success criteria.
- Model aloud (**'I do, we do, you do'**), narrating expert thinking and metacognitive steps.
- Connect ideas in coherent sequences, using precise subject-specific vocabulary and **visuals/sensory materials where needed.**
- Children are given enough time for rehearsal and practice.
- If necessary, re-explain using alternative representations when misconceptions arise.

ORACY & QUESTIONING:

- No-opt-out routines to help engage every pupil during lessons; include alternatives to 'hands-up'.
- Teach, model and engage children in quality interactions; ask a balanced mix of retrieval, elaborative and deep-reasoning questions to probe understanding.
- Give sufficient thinking time before pupils share; then prompt them to build on, challenge or summarise peers' answers.
- **ensure vulnerable pupils have at least the same amount of interaction from adults compared to their peers and that they contribute using their preferred communication; support this by adult modelling and resources.**