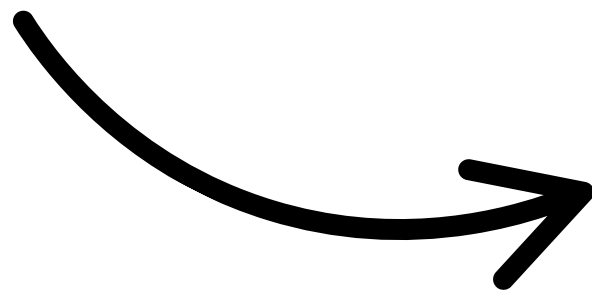


Click on the
Chronicle to take it
off the shelf...



CULTURE AND ROUTINES



Cornwall
Education
Learning Trust

CELT ENTITLEMENT

The Learning Chronicles





CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT



CONNECT

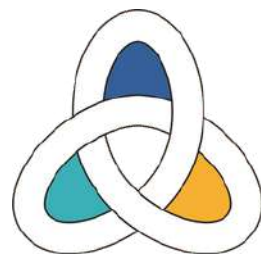


CELT ENTITLEMENT

The Learning Chronicles

Volume 1

(Second Edition 2026)



HOW
TO
LEARN



**Tes Schools
Awards 2026**



Shortlisted

Teacher Development Initiative of the Year

Supported by **tes**

with the Learner
and the Learning



Our Learning Chronicles

Teaching is a craft of intellect, empathy, and purpose, shaped by knowledge expertise and relationships. At Cornwall Education Learning Trust, we believe that great teaching deserves a framework that is as professional and enduring as the work it supports. Our Learning Chronicles are designed to embody a library of academic research, built as a collection of volumes that educators can draw upon to refine, strengthen, and shape their practice. They bring together the collective knowledge of expert staff from all of our schools, educational research and policy to create a body of shared understanding that all our educators can use as the basis for their practice. We know that when we teach with clear, evidence-informed and consistent strategies our learners succeed.

We have four volumes to our CELT Learning Chronicles. Each contains a wealth of strategies about aspects of teaching, including both belonging strategies designed to ensure all of our learners are able to be their best selves in our classrooms, and pedagogical choices that our educators will skilfully select to support our learners through their journey. During a lesson, educators will draw upon knowledge and strategies contained in each of the volumes, moving between volumes. The greatest skill of any educator is selecting the approach likely to have the greatest impact.



Our CELT Learning Chronicles are held and supported by Culture and Routines, the foundation of exceptional learning. They are also underpinned by a drive to support those learners who require additional or different strategies to ensure they are as successful as possible. The Adaptive Teaching Toolkit sets out our adaptive strategies to support SEND learners and is crafted to link expertly to the strategies set out in our CELT Chronicles.

The Four Volumes of the CELT Chronicles



The **Connect** phase sets a purposeful tone and creates a safe, welcoming environment for learning. It launches learning with immediate purpose and cognitive activation.



The **Generate** phase nurtures learner ownership and pride during application. Learners engage deeply with tasks that challenge and extend their thinking.



The **Inspire** phase energises learners and secures full engagement for new learning. Teachers expertly deliver content that deepens understanding with clarity, precision and confidence.



The **Empower** phase develops learner confidence, independence and resilience. Learners take charge of their progress through purposeful reflection and guidance.



Creating Cohesive Approaches

When every classroom across all our schools is underpinned by shared principles and consistent approaches, learners experience predictability, stability, and a stronger sense of belonging. Cohesion ensures that no matter which class they enter, learners encounter high expectations, safe routines, and a culture that values and cares for every learner as an individual.

Professional expertise relies on the ability of educators to apply shared strategies with intelligence, creativity, and adaptability. Our CELT Chronicles provide a common language and framework that binds us together. They set our **Best Bet** strategies and **Set Play** routines to ensure all learners have an exceptional educational experience 100% of the time.



Explaining Expert Practice



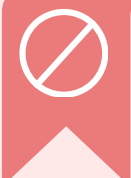
Best Bet

Our **evidence informed Best Bets** set out suggested implementation ideas from our CELT Chronicle strategies to be successful.



Set Play

Consistency and predictability in classrooms reduce cognitive load and ensure learners feel confident and safe. Our **Set Plays** set out how particular techniques will be delivered consistently with all learners.



Non-example

Non-examples provide clarity regarding strategies that evidence tells us are not effective approaches to implementation.



Policy

Identifies aspects of our practice that are determined by non-negotiable **Policy** requirements.

Adjusted Strategy



Strategies from our adjusted teaching toolkit to support learners in overcoming their barriers to learning

Steplab



Throughout our CELT Chronicles there are icons indicating aspects of our practice that have been exemplified in Steplab with additional criteria, articles and videos.



connect with the learner...

The **Connect** phase sets a purposeful tone and creates a safe, welcoming environment for learning. A warm **Meet and Greet** establishes immediate connection, helping learners feel seen and valued. During **Registration**, individual acknowledgment builds emotional safety and routine, while **Let's Do It Now** sets clear expectations for success. **Curate and Narrate** ensures each learner feels known, understood and included, creating the conditions for engagement and belonging. This phase fosters trust, attention and readiness to learn, allowing teachers to shape the emotional and behavioural climate of the lesson from the outset and establish a strong foundation for progress.

Meet and Greet

Warm welcome at the door to set a positive tone that builds connection, readiness, and emotional safety for learners.



1.1

Let's Do It Now

A task completed by learners after transitions to maximise focus, attention, and learning from the moment of entry.



1.2

Curate and Narrate

All learners are set up to succeed through thoughtfully organised seating plans and individual additional provision.



1.3

Relentless Positivity

Highlights desired behaviours to reinforce high expectations and a respectful classroom climate.



1.4



"To teach in a manner that respects and cares for the souls of our learners is essential if we are to provide the conditions where learning can most deeply and intimately begin."

Gloria Jean Watkins

...and the learning



The **Connect** phase launches learning with immediate purpose and cognitive activation. Learners engage straight away through **Let's Do It Now**, using purposeful tasks that maximise focus. **Retrieval** then strengthens memory by drawing on prior knowledge, while **Re-connect** activates existing understanding and links it to new content. A structured **Warm Up** ensures learners are cognitively or physically prepared, ready for challenge. **Framing the Learning** then clarifies the lesson's purpose and relevance, guiding learner focus and motivation. Together, these strategies build momentum, reinforce schema and ensure every learner enters the learning phase engaged and clear about what success looks like.

Retrieval Practice

Builds long-term memory by strengthening recall through regular spaced knowledge retrieval practice.



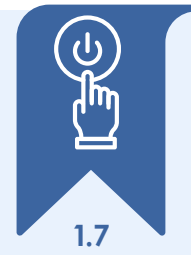
Re-connect

Activates relevant prior knowledge, ensuring learners are ready for new content.



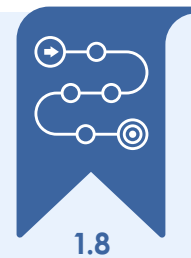
Warm Up

Prepares learners for success by stimulating cognitive or physical readiness before new learning.



Frame the Learning

Clarifies learning purpose, goals and relevance to guide attention, motivation and focus during learning.



"The point of retrieval practice is not so much to find out what students have learned but to actually be a learning event in and of itself."

Carl Hendrick





1.1 Meet & Greet



Meet and Greet establishes a calm, positive start to learning by welcoming learners, building connection, reinforcing expectations and promoting readiness, emotional safety and belonging.

Set Play - Meet and Greet

- 1. Establish a routine for learners to line up before entering.
- 2. Stand at the door during every transition with calm, visible presence.
- 3. Warm check in conversation on entry to ensure the learners are calm and ready to engage in learning.
- 4. Consider individual connection, specifically through the lens of Ethnicity, Diversity and Inclusion.
- 5. Use non-verbal cues and short prompts to reinforce high expectations.
- 6. Offer visual cues to help learners communicate how they feel.
- 7. Ensure learners are not dysregulated after social times, giving brief regulation time.
- 8. Positively **Narrate Ambition** for correct uniform, punctuality, calm entry, etc.
- 9. Use this as an opportunity to positively engage with individual learners.
- 10. Transition learners directly into **Let's Do It Now** or connection task.
- 11. Learners routinely take out their equipment for the lesson and begin without delay.



Set Play

Adjustments



ITTECF
Ref.

1.5

A culture of mutual trust and respect supports effective relationships

7.1

Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment

7.2

A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs



1.2 Let's Do It Now



Let's Do It Now establishes an immediate focus for learning through purposeful tasks that engage learners, promote thinking, maximise learning time, cognitively prepare learners for the planned learning and reinforce high expectations.

Set Play - Let's Do It Now

1. **Let's Do It Now** is pre-planned to take no more than 10 minutes.
2. Printed copies and other adjustments for learners are ready as required.
3. Ensure instructions are clear and accessible without explanation.
4. **Let's Do It Now** is started straight away and in silence to allow **Register** within the first five minutes (as a default mode).
5. Establish a consistent routine so learners know how to start without prompting.
6. Circulate quickly to **Check for Engagement**. Prioritise using **Curate and Narate - Well Worn Path**.
7. During and after completion completion **Check for Understanding** and consider any **Responsive Teaching** needed.



Set Play

Adjustment

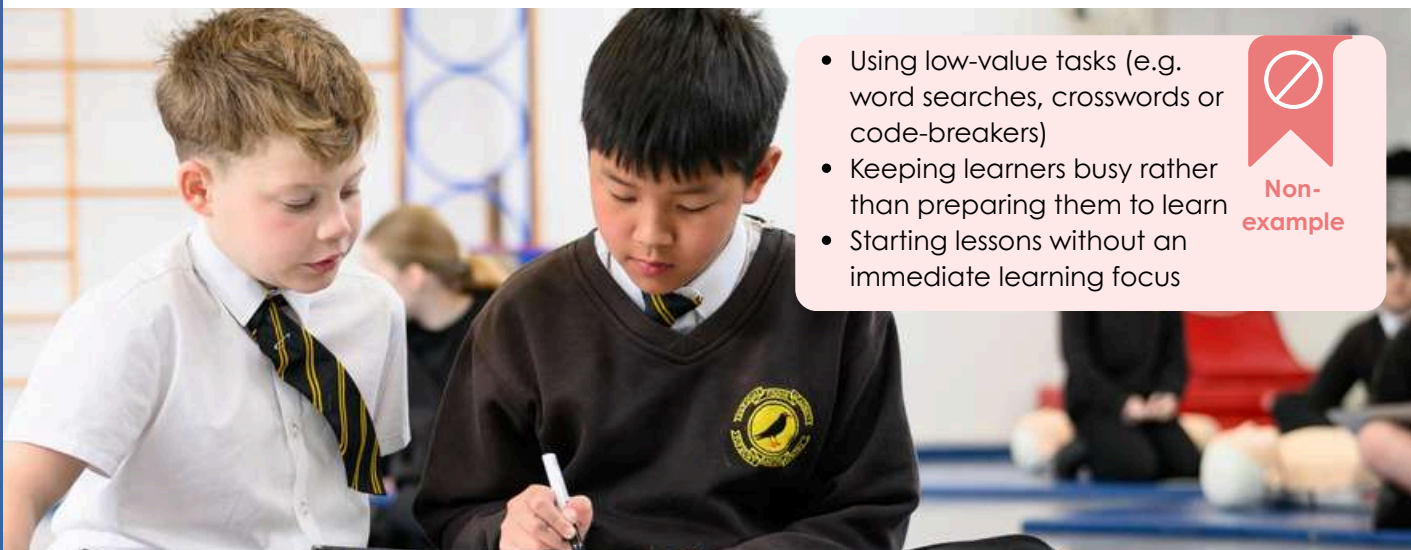
What makes an effective Let's Do It Now?

1. Ensure the **Let's Do It Now** has a low extraneous cognitive load with clear instructions and appropriate visual cues.
2. Use as an opportunity to make a pedagogical choice of:
 - **Retrieval Practice** - Long term memory rehearsal
 - **Re-connect** - Activate prerequisite knowledge
 - **Warm Up** - Physically/cognitively/emotionally prepares
 - **Ignite Curiosity** - Sparks interest, imagination and joy
 - **Read to Learn** - Develops vocabulary, cultural capital, contextual awareness
3. Have answers to **Let's Do It Now** written so they can be seen.
4. Informs **Responsive Teaching** later in this or subsequent lessons.



Best Bet

Adjustment



- Using low-value tasks (e.g. word searches, crosswords or code-breakers)
- Keeping learners busy rather than preparing them to learn
- Starting lessons without an immediate learning focus



Non-example

ITTECF
Ref.

7.1

Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment

7.2

A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs



Registration

Taking the register silently and purposefully signals the start of learning. It helps establish predictable structure, supports calm focus, and models respectful expectations. Quiet acknowledgement reinforces belonging without distraction. This routine creates a buffer between transition and task, allowing learners to settle and teachers to scan for readiness or concerns.

Register Policy

- Within the first five minutes of the lessons, the register should be taken.
- For every register, the names of all learners need to be called out so they can reply that they are present. Any learners arriving after the first five minutes need to be marked as 'late'.
- If the learner is not present, then a 'N' code will be used.
- Complete a headcount to ensure the number of learners in the room is equal to the total number of learners marked present on the register.
- **Secondary Only** - If a learner was present in the previous lesson but is not present in this current lesson, they must be reported as absent using the 'Missing Student' button on Class Charts.



Set Play - Registration

1. Learners will be completing Let's do it now task.
2. Start the **Register** in complete silence.
3. Acknowledge each learner (name, nod, or eye contact).
4. Check correct pronunciation of names individually with learners.
5. Avoid multitasking, use this time to be fully observant and present.
6. Reinforce expectations, readiness, and positive culture subtly.
7. Use this opportunity to scan for potential issues or disengagement.
8. Transition immediately from **Register** to the learning task.





1.3 Curate & Narrate



Curate & Narrate supports teachers to create the conditions for equitable learning by combining deep knowledge of learners with deliberate adaptive teaching, ensuring every learner can access, engage with and succeed in an ambitious curriculum.

Set Play - Curate and Narrate

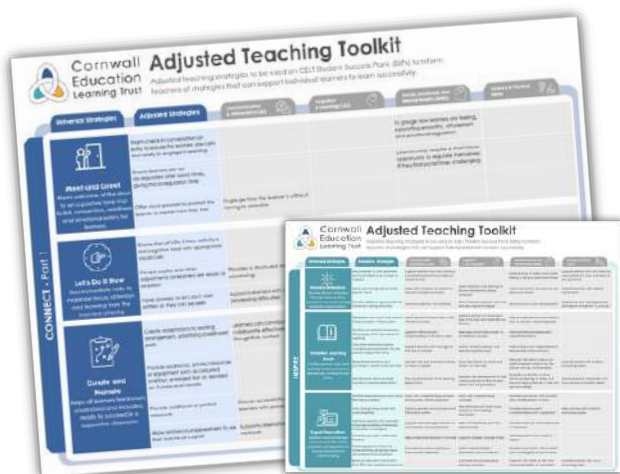
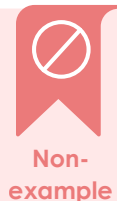
1. Use Curate & Narrate as an overview of your classes.
2. Use *Need to Know* and *Need to Do* information to curate seating plans, include wider knowledge of learners.
3. Create adaptations to seating arrangement, prioritising a **Well Worn Path**.
4. Have an up-to-date printed copy of annotated seating plans alongside your Curate & Narrate sheets for each class.
5. Read all individual SSPs and EHCPs, add key annotations to your seating plan.
6. Provide additional, printed resources or equipment such as coloured overlays, enlarged text as detailed on **Curate and Narrate**.
7. Consider all potential belonging barriers, including under-resourced and under-represented learners.
8. Allow and encourage learners to use their individual support.
9. Ensure Curate & Narrate is available in your classroom during every lesson.



Adjustment

Curate & Narrate is not:

- A replacement for statutory documentation such as EHCPs, Student Success Plans (SSPs) or learner records. Teachers must still read and understand these documents in full
- A list of all learner information, interventions or assessments. It identifies the key information about the learner and the adaptive teaching strategies that will have the greatest impact
- A record of individual learner targets. It focuses on how teaching will be adapted to enable learners to access, participate in and succeed



ITTECF
Ref.

5.3

Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching

5.7

Pupils with SEND are likely to require additional or adapted support; working closely with colleagues, parents/carers, and pupils to understand barriers to learning and identify effective strategies is essential.

7.2

A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.



1.4 Relentless Positivity



Relentless Positivity creates a calm, respectful and purposeful learning environment by intentionally recognising and reinforcing the behaviours, attitudes and routines that enable every learner to succeed.

Best Bet - How to set the expectations



Best Bet

1. Repeat the expectations at the start of the lesson (avoid context transfer).
2. Narrate and name positive behaviours as they happen, with the implied expectation that everyone will achieve them.
3. Make sure expectations are established clearly from the outset.
4. Narrate links between class and school reward systems.
5. Reinforce respectful and tolerant classrooms where all viewpoints, values, and beliefs respected.
6. Narrate the Why around any reasonable adjustments to behaviour policy.

How to correct and promote positively

- Don't ignore, what you ignore you accept.
- Redirect calmly using reminders of what's expected.
- Avoid shaming or public confrontation, focus forward.
- Balance corrections with praise to reinforce norms.
- Name and praise those learners who meet expectations.

Adjustment

- Publicly shaming or embarrassing learners
- Praising when expectations have not been met
- Using sarcasm or ridicule to correct behaviour



Non-example



ITTECF
Ref.

1.1

Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.

1.4

Setting clear expectations can help communicate shared values that improve classroom and school culture

7.1

Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment

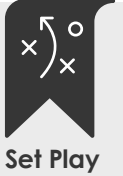


1.5 Retrieval Practice



Retrieval Practice strengthens long-term memory by regularly recalling previously learned knowledge from memory. Spaced, low-stakes retrieval improves retention, develops fluency, identifies misconceptions and prepares learners to build on prior learning with confidence.

Set Play - Planned Retrieval



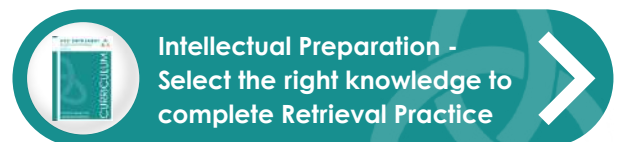
1. Retrieve curriculum knowledge that has been explicitly taught and is central to future learning.
2. Space and interleave retrieval to strengthen long-term retention and connections over time.
3. Prompt learners to retrieve concepts, examples and connections, not just isolated facts or definitions.
4. Give additional hints, visuals or support to enable retrieval.
5. Additional thinking/processing time to retrieve information.
6. Use varied, low-stakes retrieval activities that encourage all learners to participate.
7. Pitch retrieval to achieve around 75–80% success, creating **Normalised Struggle** that builds confidence and identifies misconceptions to inform **Responsive Teaching**.
8. **Intellectual Preparation** is essential when planning appropriate retrieval content.

Adjustment

- Retrieving untaught knowledge
- Randomly selecting retrieval content
- Overloading learners with unrelated content
- Continuing retrieval without re-teaching
- Ignoring misconceptions



Non-example



ITTECF
Ref.

2.8

Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned

2.9

Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall



1.6 Reconnect



Reconnect activates relevant prior knowledge, enabling learners to connect previous learning with new concepts. By making these connections explicit, teachers reduce cognitive load, strengthen understanding and support the transfer of learning over time.

Best Bet - Reconnect

1. Consider what previous schema is foundational to today's learning through **Intellectual Preparation**.
2. Use questions, visual references or quick recap tasks to reconnect key knowledge.
3. Make links between prior and current learning explicit.
4. Encourage learners to use **Talk to Learn** strategies to summarise past content in their own words.
5. Avoid assuming learners remember everything, **Check for Understanding**.
6. Use visual references such as content mapping to connect knowledge across lessons.
7. Move to a phase of **Expert Exposition** if knowledge is not secure.



Best Bet

- Not **Checking for Understanding**
- Moving on to new content before prerequisite knowledge is activated or understood
- Reconnecting with irrelevant or hinterland knowledge, increasing cognitive load



Non-example



Intellectual Preparation -
Select the right knowledge to
reconnect with



ITTECF
Ref.

2.2

Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.

2.5

Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge

3.7

In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important



1.7 Warm Up



Warm Up prepares learners for successful learning by creating cognitive, physical or emotional readiness. Purposeful warm-ups focus attention, activate thinking, build confidence and help learners transition into learning.

Best Bet - Warm Up



Best Bet

1. Keep routines consistent to reinforce expectation and purpose.
2. Target key vocabulary and knowledge or skills needed for today's content.
3. Make it quick, active or academically focused.
4. Use it to assess readiness and identify individual barriers to success.
5. Ensure all learners can access and complete the task.
6. Consider the modifications or additional warm up steps that learners with additional needs may require to be physically, cognitively or emotionally ready.
7. Connect the warm-up clearly to the learning ahead.

Adjustment

Possible Ideas Include:

- **Thinking Warm Up** to activate thinking and prepare learners for new learning (e.g. brain dump, odd one out, predict, notice and wonder).
- **Oracy Warm Up** to rehearse language and thinking through talk (e.g. Turn and Talk, Think-Pair-Share, sentence stems, vocabulary rehearsal).
- **Reading Warm Up** to prepare learners for disciplinary reading (e.g. I Say, You Say, echo reading, choral reading, pre-teaching vocabulary).
- **Physical Warm Up** to develop fine motor skills, coordination, prepare for exercise safely or subject-specific movements (e.g. handwriting readiness, rhythm clapping, PE routines).
- **Embodied Warm Up** to explore concepts through movement (e.g. particle motion, human number line, tectonic plate movement).



ITTECF
Ref.

2.2

Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas

2.3

An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory



1.8 Frame the Learning



Frame the Learning establishes a clear purpose for learning by making the goals, relevance and sequence of learning clear. This focuses attention, builds motivation and helps learners understand what they are learning, why it matters and how success will be achieved.

Best Bet - Frame the Learning



Best Bet

1. State the learning clearly, explaining what learners will know or be able to do by the end of the lesson.
2. Explain why today's learning matters, making its purpose and relevance explicit.
3. Position the learning within the curriculum, connecting it to prior learning and future learning.
4. Use visual representations (e.g. curriculum maps, timelines, models or sequences) to make connections and progression explicit.
5. Visual or verbal cues to prepare for transitions.
6. Explicitly and directly tell learners the purpose of the task.
7. Highlight disciplinary thinking and real-world application, showing how knowledge and skills are used within the subject and beyond, including careers where appropriate.
8. Sequence the learning across the lesson and remind of key knowledge.
9. Revisit today's key knowledge with individuals throughout the lesson.
10. Share with learners the future learning they will encounter in the sequence to create a sense of an **Irresistible Curriculum**.

Adjustment



Intellectual Preparation -
Understand the Curriculum
Sequence



Irresistible Curriculum - How do
we make sure learners feel the
curriculum is irresistible?



ITTECF
Ref.

1.3

Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential

7.7

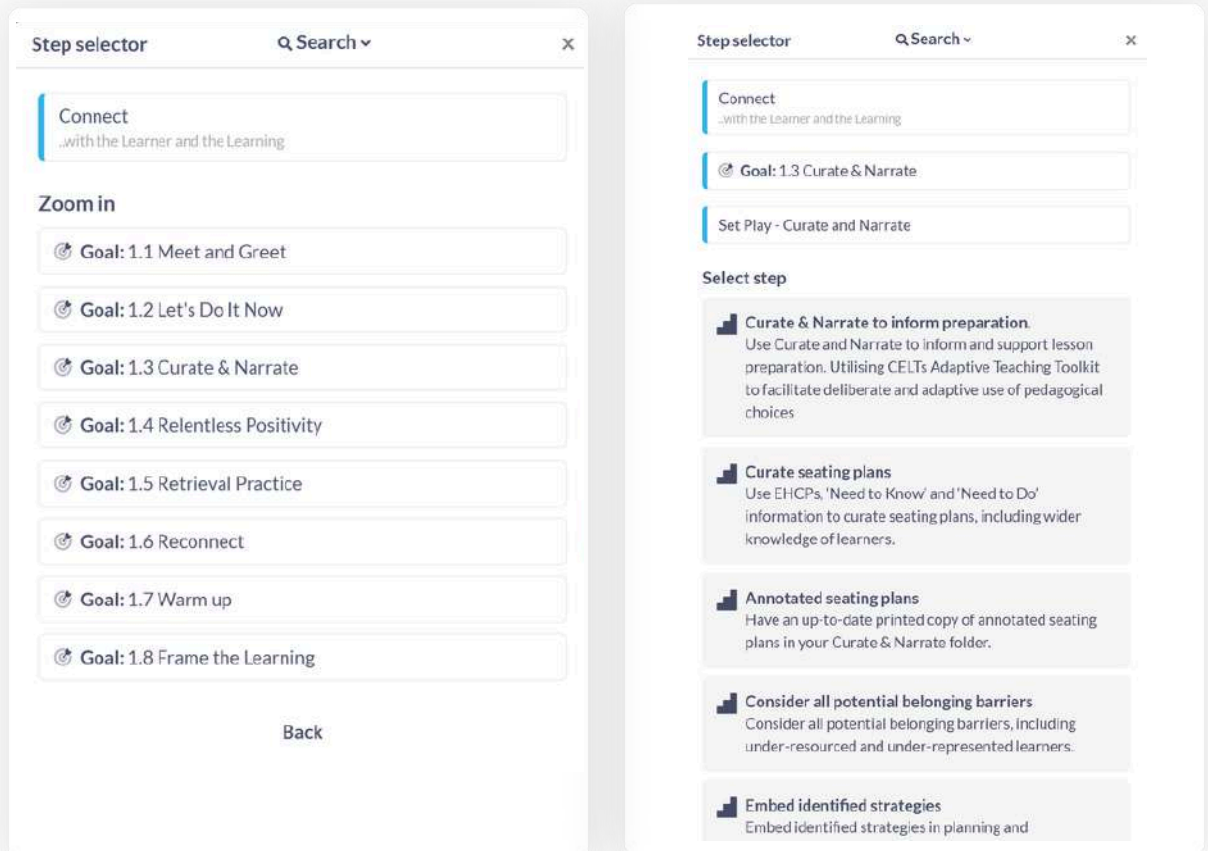
Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.



Learning in Steplab

Our CELT Learning Chronicles are embedded within Steplab, our professional development and instructional coaching platform. This integration ensures that the strategies and principles outlined in our CELT Chronicles are lived out in practice and developed over time. Steplab allows educators and leaders to engage with the framework through shoutouts, drop-ins, deliberate rehearsal and coaching, creating a clear link between professional learning and classroom impact.

Educators can access our CELT Learning Chronicles in Steplab by zooming into each of our strategies and exploring our Best Bets, Set Plays, Non-examples and Adjusted Strategies.



Steplab hosts a library of expert teaching videos from across our Trust and beyond, demonstrating our strategies and providing research and evidence links for further study and professional development.



Throughout our CELT Learning Chronicles there are icons indicating aspects of our practice that have been exemplified in Steplab with additional criteria, articles and videos.



Connect with the learner,
and the learning



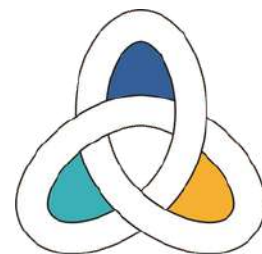
Second Edition
2026/27

CELT ENTITLEMENT

The Learning Chronicles

Volume 2

(Second Edition 2026)



INSPIRE

with expertise,
curiosity and joy



**Tes Schools
Awards 2026**

Shortlisted

Teacher Development Initiative of the Year

Supported by **tes**



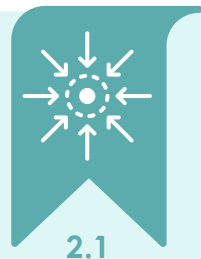


Inspire with curiosity, joy...

The **Inspire** phase energises learners and secures full engagement for new learning. **Harnessing Attention** through consistent cues and routines ensures every learner is focused and ready. **Establishing Learning Modes** makes expectations clear, building learner confidence and creating a climate of certainty. '**Ignite Curiosity**' then ignites curiosity, delivering content with awe, relevance and authority to spark genuine interest. These strategies work together to secure motivation, focus and belief. Learners are not only attentive but inspired—primed to take intellectual risks, engage deeply, and see the value in what they are learning and why it matters.

Harness Attention

Secures learner attention through clear routines, consistent cues and focused classroom expectations.



Establish Learning Mode

Clarifies specific and clear learning modes so learners feel secure, confident and ready.



Ignite Curiosity

Builds curiosity, joy and motivation by delivering content with awe, relevance and strong subject knowledge.



"Curiosity is the engine of achievement"

Ken Robinson

... and expertise



In the **Inspire** phase, teachers deliver content that deepens understanding and fosters active learner engagement. **Expert Exposition** ensures new knowledge is shared with clarity, precision and confidence, helping learners grasp complex ideas. **Read to Learn** builds curiosity and comprehension through rich texts that challenge thinking and develop subject knowledge. **Checks for Engagement** keeps every learner thinking and participating through inclusive questioning and purposeful tasks. These strategies combine to raise cognitive demand, maintain momentum and ensure that all learners are actively processing and acquiring new information—building the foundation for meaningful, sustained learning.

Expert Exposition

Explains new knowledge and content with clarity, accuracy and subject expertise to ensure strong learner understanding.



Read to Learn

Imparts knowledge and develops vocabulary through exposure to rich academic texts, inspiring deeper thinking.



Check for Engagement

Maximises momentum and participation by involving every learner through inclusive questioning, tasks and prompts.



"Comprehension is based upon one's understanding of the words in the text, the concepts to which the words are directly or indirectly referring and the structure of the language."

Chris Such





2.1 Harness Attention



Harness Attention secures learners' focus through clear routines, consistent cues and purposeful interactions. By reducing extraneous load, directing attention to what matters and minimising distraction, teachers create the conditions to process, retain and apply new learning.

Set Play - Harness Attention (Initially)

1. Provide a clear countdown or pre-warning before ending a task or transition.
2. Use a consistent verbal or non-verbal attention signal (e.g. Team Stop or "3-2-1, Eyes on me").
3. Allow learners to look elsewhere and avoid direct eye contact as needed.
4. Narrate the expected behaviours as attention is secured.
5. Insist on 100% attention, waiting until every learner is ready before continuing, learning cannot happen without attention.
6. Reinforce success through positive noticing, recognising learners who respond promptly.



Set Play

Adjustment

Set Play - Maintain Attention

1. Maintain 100% attention throughout **Expert Exposition**, chunk to avoid cognitive overload.
2. Direct learners' attention to the most important information using verbal and visual cues.
3. Monitor attention continuously, use **Checks for Engagement** to maintain attention.
4. Move near and get down to the learner's level to maintain attention.
5. Provide additional opportunities for movement during instruction.
6. Use **Check for Understanding** to chunk **Expert Exposition** and allow reset of focus as often as needed.



Set Play

Adjustment

- Continuing before 100% of learners are attentive
- Extending countdowns without follow-through
- Using inconsistent attention signals
- Allowing sensory or fidget tools to distract from learning
- Allowing attention to drift during **Expert Exposition**



Non-example



ITTECF
Ref.

7.1

Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment

2.4

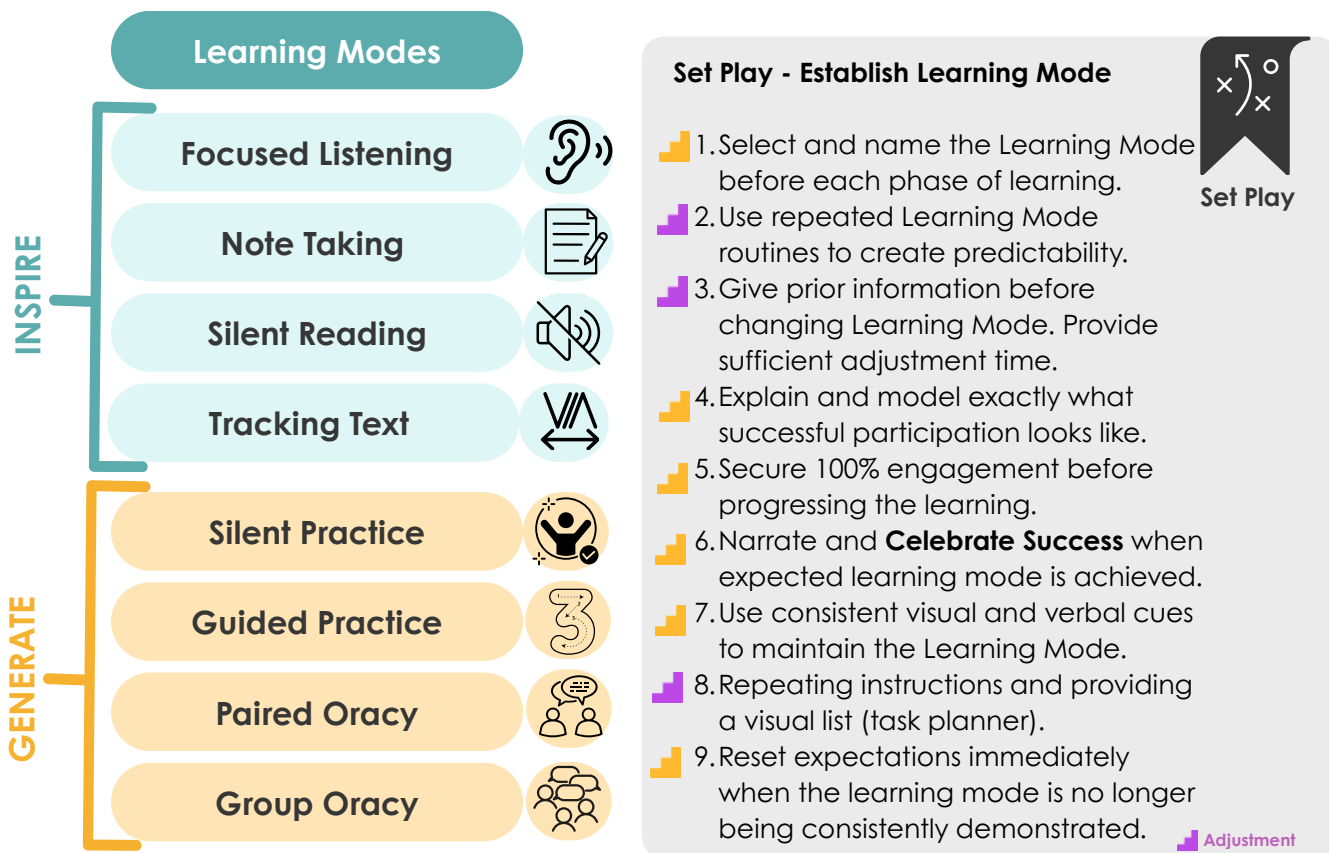
Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded



2.2 Establish Learning Mode



Establish Learning Mode creates clarity by explicitly communicating how learners are expected to engage with each phase of learning. Deliberately selecting and narrating the learning mode helps learners feel secure, transition smoothly and participate successfully in every learning experience.



- Allowing unplanned talk that distracts from the intended learning mode.
- Blurring learning modes (e.g. expecting learners to listen and take notes).
- Assuming learners know how to participate without explicitly teaching the learning mode.
- Accepting inconsistent participation rather than insisting on 100% engagement.
- Changing learning modes without clearly signalling the transition.



Non-example



ITTECF Ref.

7.2

A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs

7.9

Teaching typically expected behaviours will reduce the need to manage misbehaviour



2.3 Ignite Curiosity



Ignite Curiosity inspires learners through passionate teaching, ambitious expectations and knowledge-rich learning. Teachers use expertise and enthusiasm to reveal the wonder and significance of the subject, helping learners find joy through success and understanding.

Best Bet - Ignite Curiosity

1. Articulate the most inspiring purpose through **Frame the Learning**.
2. Ensure all learners know how they can be successful and inspire them with confidence.
3. Use storytelling, questions and thinking hard challenges to inspire.
4. Connect the stimulus clearly to the learning, and to individual learners' context, values, and viewpoints.
5. Provide real-world relevance succinctly, linking to experience, careers, or learners interest.
6. Encourage learners to generate questions and enjoyment from the stimulus.
7. Use joy, body language and tone to convey your own curiosity and passion.

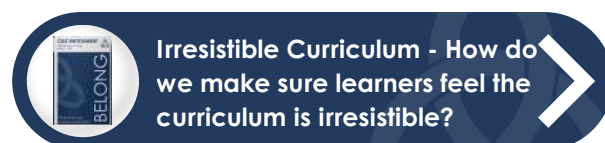


Best Bet

- Changing the intended learning to follow learner interest.
- Prolonged tangents that distract from the curriculum.
- Oversharing personal anecdotes without a learning purpose.
- Allowing learner questions to derail the intended learning.
- Assuming shared prior knowledge or cultural capital.



Non-example



ITTECF
Ref.

1.2

Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils

3.2

Secure subject knowledge helps teachers to motivate pupils and teach effectively

7.6

Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward)



2.4 Expert Exposition



Expert Exposition develops understanding by presenting new knowledge with clarity, precision and expert subject knowledge. Carefully sequenced explanations, purposeful examples and explicit connections help learners build accurate understanding, strengthen schema and retain new learning.

Best Bet - Expert Exposition

1. Pre-plan explanations, **Intellectually Preparing** the precise knowledge and component parts learners need to understand.
2. Chunk explanations into carefully sequenced, manageable steps to avoid cognitive overload.
3. Use literal, specific and concrete language avoiding unnecessary information or ambiguity.
4. Remove redundant information from PPTs, task, question or resource.
5. Additional explanations using words that are accessible and dual coded (using visuals and words together).
6. Explicitly teach Tier 3 vocabulary and key concepts, revisiting them throughout the explanation.
7. Pause regularly to **Check for Understanding**, recap key ideas and address misconceptions.
8. Support explanations with appropriate scaffolds, including visual representations, modelling and subtitles where appropriate to improve accessibility.



Best Bet

Adjustment

- Not establishing **Focused Listening** as **Learning Mode** or maintaining **Harnessed Attention**.
- Talking for too long without pausing to **Check for Understanding or Engagement**.
- Overloading explanations with unnecessary information or examples.
- Expecting learners to discover what should be explicitly explained.



Non-example



ITTECF
Ref.

2.4

Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.

3.5

Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.

4.2

Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.

4.3

Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.



2.5 Read to Learn



Read to Learn develops knowledge, vocabulary and disciplinary understanding through purposeful, explicitly taught and progressively independent reading. By explicitly teaching how to navigate complex texts, teachers enable learners to access ambitious curriculum content with increasing independence.

Best Bet – Read to Learn

1. Establish a clear reading purpose by **Framing the Learning**, enquiry and success criteria.
2. Prepare learners by securing prerequisite knowledge, providing essential context and explicitly teaching disciplinary vocabulary.
3. Model expert fluent reading, exemplifying prosody, purposeful pauses and **Metacognitive Modelling**.
4. Support active reading through text marking, text tracking, collaborative talk and repeated reading.
5. **Check for Understanding** frequently through purposeful questioning, retrieval and responsive clarification before analysis.
6. Secure comprehension by connecting ideas, synthesising information and addressing misconceptions.
7. Apply new learning through purposeful discussion, writing and disciplinary thinking.



Set Play 1- Reciprocal Reading

1. Model and teach Reciprocal Reading routines, gradually developing independence.
2. **Predict** by activating prior knowledge and contextual clues.
3. **Clarify** unfamiliar vocabulary, concepts and misconceptions.
4. **Question** the text to monitor and deepen understanding.
5. **Summarise** key ideas and important knowledge before moving on.



Set Play 2 - Mark the Text

1. Identify natural pauses by marking phrase boundaries and punctuation.
2. Highlight key vocabulary and disciplinary language to emphasise during reading.
3. Model expert prosody by demonstrating pace, expression and intonation.
4. Rehearse fluency through echo reading and repeated reading.
5. Release learners to read increasingly fluently and independently.

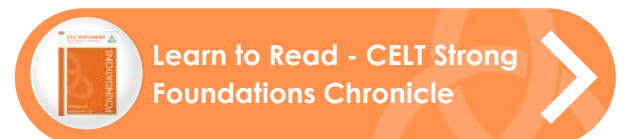
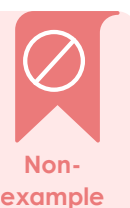


Set Play 3 -Tracking Text

1. Model **Tracking Text** using a reading ruler to demonstrate fluent, focused reading.
2. Track together to maintain pace, accuracy and sustained attention.
3. Pause deliberately to clarify meaning, model prosody and **Check for Understanding**.
4. Reread sections where fluency or comprehension breaks down until understanding is secure.



- Assuming reading means understanding
- Teaching vocabulary after reading the text
- Using round-robin/popcorn reading as the main approach
- Analysing texts before securing comprehension



ITTECF
Ref.

3.9

To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.

3.10

Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.



2.6 Check for Engagement



Check for Engagement maximises momentum and cognitive participation by involving every learner through inclusive questioning, tasks and prompts. Teachers make every learner's thinking visible, ensuring no one can opt out of learning.

Best Bet - Check for Engagement

- 1. **Intellectually Prepare** opportunities and questions for checks for engagement.
- 2. Ensure checks for engagement are short and maintain momentum, without distracting learners from **Expert Exposition**.
- 3. Use responses from **Checks for Engagement** to **Check for Understanding** and respond to any misunderstandings through **Responsive Teaching**.



Best Bet

Set Play - Choral Response

- 1. Pose short, clear, closed questions with single correct responses.
- 2. Signal when to respond using a consistent cue (e.g. 3, 2, 1)
- 3. Expect every learner to respond together with clarity and confidence.
- 4. Monitor participation and accuracy across the whole class.
- 5. Respond appropriately where responses indicate uncertainty.



Set Play

Set Play - All Hands Up

- 1. Pose a clear, purposeful question linked to the intended learning.
- 2. Cue every learner to commit to an answer by raising a hand together.
- 3. Provide appropriate thinking time before inviting responses.
- 4. Select learners strategically to share and justify their thinking.
- 5. Respond appropriately to uncertain or incorrect answers.



Set Play

Set Play - Cold Call

- 1. Pose purposeful questions throughout the lesson.
- 2. Establish that all learners are expected to think, with responses invited appropriately.
- 3. Pose the question, pause, then name the learner to ensure everyone thinks.
- 4. Select learners strategically so all remain engaged and accountable.
- 5. Respond appropriately to uncertain or incorrect answers.



Set Play

Set Play - My Turn, Your Turn

- 1. Model the word, phrase or sentence with accurate pronunciation and expression.
- 2. Cue learners to repeat together in unison with pace and precision.
- 3. Rehearse repeatedly, maintaining high energy and consistent expectations.
- 4. Monitor and correct pronunciation, fluency and accuracy.
- 5. Repeat until secure, building confidence, automaticity and accurate recall.



Set Play

Adjustment





At CELT, we believe inspiration doesn't stop with our students – it must live within our educators too. The most powerful teaching comes from colleagues who are **curious, ambitious**, and constantly **refining** their practice. Professional learning is not an add-on; it is central to who we are. When teachers are inspired, they inspire others – **modelling growth, high standards**, and **joyful curiosity** that ripple through every classroom.

The **CEL Centre of Excellence**, based at **Penrice Academy**, is the home of that vision. More than a training hub, it is a place to reflect, collaborate, and plan for the future. Whether you are pursuing qualifications, seeking guidance on your next steps, or stepping into leadership, the **Centre of Excellence** provides clarity, connection, and opportunity. Through programmes such as **CEL Future Leaders**, **New and Aspiring Primary & Secondary Leaders**, and the new **Flourishing Programme**, the Centre nurtures potential, supports career progression, and ensures every colleague is recognised and valued for their contribution. Our commitment is simple: **every colleague, in every role, should have access to growth that is meaningful, relevant, and ambitious.**

Above all, the **Centre of Excellence** exists to help you grow, connect, and thrive within CELT. By investing in ourselves together, we build a **culture where professional growth is not only encouraged but expected** – and where the inspiration that drives us as educators continues to flourish.

We'd love to hear from you, whether you'd like to pop in for an informal chat, give us a call, or drop us an email. You can also find more information on our website.

Centre of Excellence: Penrice Academy, St Austell

 Email: coeenquiries@coe.celtrust.org

 Extension: 0118

Scan me



researchED Cornwall 3

researchED Cornwall
10th October 2026
at our very own Penrice
Academy, St Austell.

Be inspired, collaborate with colleagues and unlock the potential of education. Don't miss out on this fantastic opportunity to drive forward positive change in education to change the futures of our young people in Cornwall.



Our third researchED Cornwall event will take place on Saturday 10 October at Penrice Academy, in collaboration with Cornwall Education Learning Trust, Truro & Penwith Academy Trust and Penryn College, Cornwall

This year's theme is Mission Coastal: exploring how evidence-informed practice, collaboration and place-based improvement can help tackle disadvantage, raise standards and improve life chances for children in coastal communities.



Mary Myatt



Kate Jones



Rachel
Higginson



Joe Jackson-
Taylor



Jon
Hutchinson



Sam
Fitzpatrick

**And Many
More..**



#ResearchEDCornwall



LEARNING CHRONICLES | Inspiring Educators

Inspire with expertise,
curiosity and joy



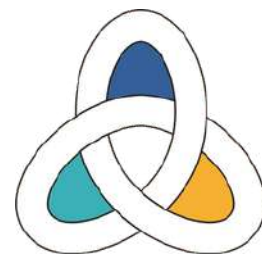
Second Edition
2026/27

CELT ENTITLEMENT

The Learning Chronicles

Volume 3

(Second Edition 2026)



GENERATE

with ambition
and precision



**Tes Schools
Awards 2026**



Shortlisted

Teacher Development Initiative of the Year

Supported by **tes**



Generate with ambition...

The **Generative** phase nurtures learner ownership and pride during independent or group application. **Narrating Ambition** reinforces high expectations and celebrates excellence, helping learners understand what success looks like and why it matters. **Silent Steering** supports focus and independence by guiding learners non-verbally, allowing them to think deeply without interruption. **Catching Them Winning** boosts confidence by recognising effort, progress and success in real time. Together, these strategies sustain motivation, develop self-belief and embed a culture of excellence. Learners are encouraged to stay focused, work purposefully and feel recognised and valued as they strive toward their learning goals.

Narrate Ambition

Raises aspirations by front-loading positive learner attitude, pride and academic ambition.



Silent Steering

Maintains focus, ownership and pride, guiding learners without disrupting cognitive flow.



Catch them Winning

Builds learner confidence by consistently noticing effort, improvement and personal academic growth through praise and reward



"Every child deserves a champion... someone who insists they become the best they can possibly be."

Rita Pierson

...and precision



During the **Generative** phase, learners engage deeply with tasks that challenge and extend their thinking. **Meta-cognitive Modelling** supports this by making expert thinking visible, helping learners understand how to approach complex problems independently. **Faded Scaffolding** ensures appropriate challenge by gradually removing support as confidence and competence grow. **Deliberate Practice** then strengthens fluency and mastery through focused repetition and application. These strategies equip learners with tools to think critically, self-regulate and improve performance. They create a structured pathway from guided support to confident independence, ensuring that all learners experience meaningful progress and sustained academic growth.

Meta-cognitive Modelling

Demonstrates thinking and generative processes explicitly to help learners develop independent strategies for successful application of knowledge.



3.4

Faded Scaffolding

Supports access to challenging tasks with gradual removal of temporary structures and support as confidence and understanding increase.



3.5

Deliberate Practice

Develops fluency and confidence by repeated or sustained focused practice that builds automaticity and long term mastery.



3.6

"I always challenge pupils to progress to independence - the scaffolding must begin to come down at some point, but when appropriate."

Alex Fairlamb





3.1 Narrate Ambition



Narrate Ambition builds positive academic identity by communicating unwavering belief in every learner's potential. Teachers connect effort, learning and success, reinforcing pride, purpose and high expectations so learners see themselves as capable, ambitious and successful.

Best Bet - Narrate Ambition

1. Use consistently ambitious language, communicating unwavering belief in every learner's potential to succeed.
2. Frame learning as worthwhile and challenging, positioning effort, persistence and thinking hard as part of academic success.
3. Make high expectations explicit, clarifying the quality of work expected and reinforcing that all learners can achieve them.
4. Notice and celebrate academic effort, improvement and success, explicitly connecting these to the actions learners have taken.
5. Use inclusive language that communicates belonging, avoiding labels or language that reinforces fixed ability or academic hierarchies.
6. Connect ambition to individual learners, recognising that success, aspirations and future pathways may look different whilst maintaining high expectations.
7. Narrate the value of learning beyond the immediate task, connecting knowledge, disciplinary expertise and achievement to future opportunities.



Best Bet



ITTECF
Ref.

1.3

Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential

1.6

High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds.

4.1

Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.



3.2 Silent Steering



Silent Steering maintains focus, ownership and pride by guiding learners without disrupting cognitive flow. Through intentional presence, non-verbal cues and discreet interventions, teachers reinforce high expectations while protecting concentration and independence.

Best Bet - Silent Steering

1. Use proximity and eye contact to redirect discreetly.
2. Minimise verbal correction during focused learning.
3. Circulate purposefully to maintain presence and **awareness, refer to Curate and Narrate's Well Worn Path** for priority.
4. Use established non-verbal cues to reinforce expectations.
5. Follow up privately when behaviour persists.
6. Narrate focus and effort to reinforce expectations.



Best Bet

- Interrupting Silent Practice with unnecessary instructions or corrections.
- Publicly calling out disengagement, disrupting learning and learner dignity.
- Remaining static for too long, limiting awareness and teacher presence.



Non-example



ITTECF
Ref.

7.2

A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.

7.4

Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success



3.3 Catch them Winning



Catch Them Winning builds confidence, motivation and positive academic identity by noticing and celebrating effort, improvement and success. Specific, authentic praise reinforces progress, successful learning behaviours and belief.

Best Bet - Catch them winning



Best Bet

1. Actively look for moments of effort, improvement and success, particularly when learning is challenging.
2. Make praise specific, naming the successful behaviour, strategy or improvement learners can repeat.
3. Connect praise to learning and progress, helping learners recognise how their actions contribute to success.
4. Distribute praise equitably and intentionally, ensuring learners who may experience barriers to belonging are noticed and recognised.
5. Keep praise authentic and proportionate, avoiding exaggerated or indiscriminate recognition.
6. Use subtle non-verbal affirmation, such as smiles, nods or gestures, without interrupting cognitive flow.
7. **Celebrate Success** against ambitious expectations, reinforcing pride, confidence and positive academic identity.



ITTECF
Ref.

1.1

Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.

7.5

Building effective relationships is easier when pupils believe that their feelings will be considered and understood.

7.6

Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward)



3.4 Metacognitive Modelling



Metacognitive Modelling makes expert thinking visible by explicitly demonstrating how to plan, monitor and evaluate learning. Through modelling thinking aloud, teachers develop the strategies learners need to apply knowledge successfully and increasingly independently.

Best Bet - Meta-cognitive Modelling

1. Select one clear model so every learner can see the process. Use either visualiser, board/screen or practical demonstration.
2. **Intellectually Prepare** the modelling, identifying the key knowledge, thinking and potential misconceptions to make visible.
3. Manage cognitive load carefully, modelling in small, purposeful steps using **Expert Exposition** and pre-selected vocabulary and visuals.
4. Model with the same process and scaffolds learners will use, making successful independent application achievable.
5. Check-in with priority learners, correct model and clear task understanding.



Best Bet

Adjustment

Set Play - Think-Aloud

1. **Frame the Learning** task and clarify what successful thinking will achieve.
2. Model one step at a time, narrating what you are thinking, why, and how you decide what to do next.
3. Make decisions visible, including strategy selection, checking, likely errors and how misconceptions are avoided.
4. Use the same resources and scaffolds learners will use, demonstrating how they support successful thinking.
5. Review the thinking process, identifying the strategies learners should transfer to independent application.



Set Play



ITTECF
Ref.

2.10

Worked examples that take pupils through each step of a new process are also likely to support pupils to learn

3.4

Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable

4.3

Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible

4.5

Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.



3.5 Faded Scaffolding



Faded Scaffolding removes barriers to learning through temporary, responsive support. By gradually reducing scaffolds as understanding develops, teachers help learners become increasingly confident, independent and successful.

Best Bet - Faded Scaffolding

1. Maintain ambitious learning, ensuring scaffolds enable success without reducing curriculum expectations.
2. Identify the precise barrier or complexity of learning, selecting the lightest effective scaffold to support success.
3. Ask three diagnostic questions before introducing a scaffold:
 - What barrier is this scaffold removing?
 - How will I know learners are ready for less support?
 - What will I remove next?
4. Model and explicitly teach how to use the scaffold before expecting independent application.
5. Continuously **Check for Understanding**, adapting, increasing or reducing support in response to learners' needs.
6. Gradually fade scaffolds, transferring increasing responsibility to learners as confidence and understanding develop.
7. Plan for independence, ensuring learners increasingly apply knowledge and strategies without scaffolded support.



Best Bet

Adjustment

Some scaffolding is anticipated through planning and **Intellectual Preparation**. Most scaffolding is enacted responsively during lessons, without the need to adapt resources or curriculum ambition. **Checks for Understanding** then inform any scaffolding that may be needed after the lesson ahead of the next.

◀ Before



During the Lesson

After ▶



ITTECF
Ref.

4.4

Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases

5.1

Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed

5.7

Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.



3.5 Faded Scaffolding



Scaffolding should fade over time so learners experience increasing cognitive challenge without cognitive overload. When learning is too scaffolded and the intrinsic cognitive load is too low, knowledge is not likely to be retained by learners.

High Scaffolding

Lower Intrinsic
Cognitive Load



Low Scaffolding

Higher Intrinsic
Cognitive Load

Faded Scaffold 1- Task Scaffolding - What learners are asked to do

Task Chunking & Complexity

Tasks are chunked into small component parts, initially reducing complexity

Tasks begin to combine related components together

Complex tasks are completed without being broken down for learners

Application of Knowledge

Learners are only required to apply knowledge to familiar contexts or questions

Learners are asked to apply learning to different contexts but with prompts or support

Learners independently apply knowledge in unfamiliar contexts

Faded Scaffold 2- Information Scaffolding - What learners are given to help

Vocabulary

Pre-teach key vocabulary explicitly and allow learners access to it during tasks

Key vocabulary lists are available to learners

Learners complete tasks without lists or with ones they create themselves

Worked Examples

Learners are provided with a full worked example to support task completion

Learners are provided with partial or general exemplars

Use only essential supporting information where needed.

Sentence Stems/Writing Frameworks/Step by Step Instructions

Learners are provided with a full framework or set of sentences stems to use

Partial frameworks or stems support more complex aspects of the task

Tasks completed without frameworks/stems, or with ones created by learners

Text or Visual Information

Tasks are completed with learners accessing high levels of supporting information

Only key, more complex information, or learners' notes are available during tasks

Tasks are completed independently with little or no supporting information

Faded Scaffold 3- Live Support Scaffolding - How much live support learners receive

Guidance & Prompting

Frequent whole class or individual prompts and guidance

Limited prompts/guidance to the whole class with greater individuals support

Minimal prompting and guidance - only where learning is being limited



3.6 Deliberate Practice



Deliberate Practice develops fluency, accuracy and automaticity through purposeful, structured and progressively independent rehearsal. Teachers deliberately create opportunities for learners to practise, refine and apply knowledge and skills until they can be used confidently and independently.

Best Bet - Deliberate Practice

1. Identify the precise knowledge, skill or component that learners need to practise, ensuring the purpose of practice is clear and focused.
2. Select the most appropriate **Learning Mode** (e.g. Silent Practice, Guided Practice, Paired Oracy or Group Oracy) to maximise thinking, participation and successful rehearsal.
3. Break complex learning into carefully sequenced components, modelling each step before combining them into increasingly complex thinking.
4. Provide sufficient time for sustained, uninterrupted practice, allowing learners to think, refine and improve without unnecessary interruption.
5. Circulate strategically to **Check for Understanding**, provide **Actionable Feedback**, correct misconceptions and **Celebrate Success**.
6. Increase challenge progressively by **Fading Scaffolding**, introducing variation and expecting increasing independence as fluency develops.
7. Revisit, rehearse and apply learning over time so knowledge and skills become increasingly fluent, automatic and transferable across different contexts.



Best Bet

Adjustment

Learning Modes

GENERATE

Silent Practice



Guided Practice



Paired Oracy



Group Oracy

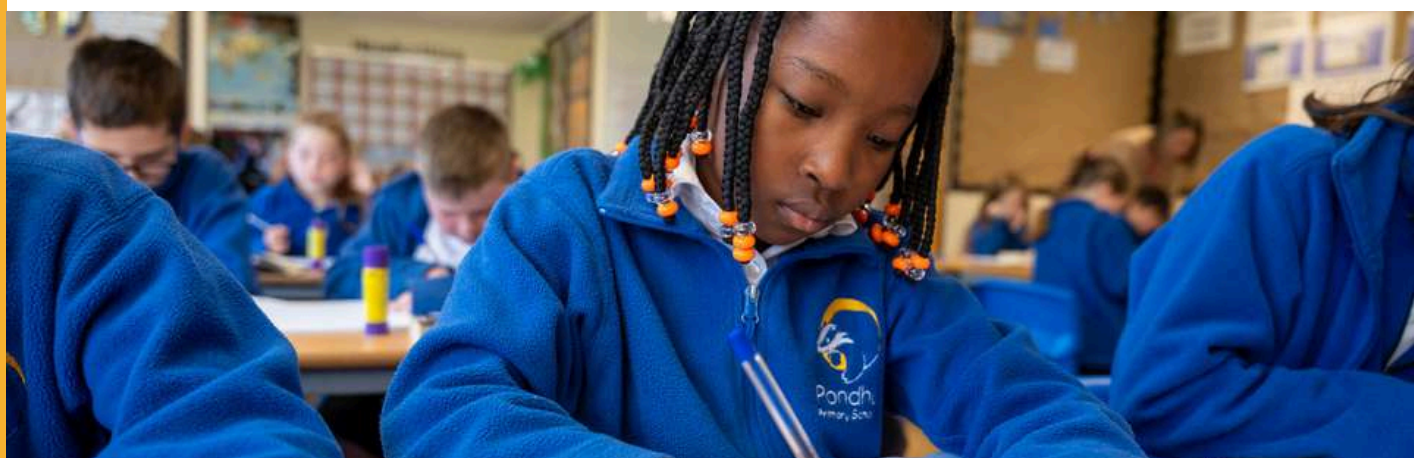


Set Play - Silent Practice

1. Clearly explain purpose and duration.
2. Expect and ensure 100% silent working.
3. Signal the start clearly, so all learners begin together.
4. Protect uninterrupted thinking time, avoiding unnecessary teacher talk or interruption.
5. Circulate silently, monitoring thinking, and providing discreet feedback.
6. Signal the end clearly, before reviewing and **Celebrating Success**.



Set Play



ITTECF
Ref.

2.8

Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned

4.8

Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success

3.6 Deliberate Practice



Generative tasks are designed to help learners actively make meaning from what they have been taught. They require learners to retrieve relevant knowledge, organise ideas, connect new information to existing schema and express their understanding through explanation, comparison, mapping, summarising, applying or justifying. Well-designed generative tasks move learning beyond passive completion: they create purposeful thinking, strengthen long-term memory and help teachers see how securely learners understand the curriculum.



Teaching: Preparing to teach others or explaining material to another person forces the organisation and structuring of information, promoting deep understanding. This has the largest effect. Think, pair, share can be a form of teaching, as can generating questions to ask another about the content you are learning, or presenting.



Imagining: Creating mental images of the material. This is more effective for learners with higher prior knowledge, as novices may struggle to form accurate images. Visualising and guided visualisations enable imagining. Predicting is a form of imagining.



Self-Testing: The most effective strategy involves answering questions and bringing information to mind, which strengthens long-term memory and understanding. Examples include responding to questions and quizzing embedding within new learning.



Mapping: Spatially arranging key concepts and their relationships (using mind maps, concept maps, or diagrams) to visualize structure. This can be used to structure understanding and categorising of information rather than to show a process which is done through drawing.



Self-Explaining: Actively explaining would you have learnt and how you know. This could mean reading a paragraph or looking at a diagram and then mentally explaining it to yourself and how you know that. This might involve drawing on prior knowledge. Asking pupils to think about questions based on their learning can encourage self-explaining but as well as them just answering the question, they should also answer how they know.



Enacting: Manipulating objects or performing gestures related to the learning material to build mental models. Concrete materials are a form of enactment as are drama, role-play, and any form of modelling.



Summarising: Creating careful summaries of key information by selecting and organising the most important points.



Drawing: Creating visual representations (diagrams, sketches) of text or concepts forces selection of key ideas, though it requires training to be highly effective. Diagramming is really a better name than drawing. Illustrations or diagrams should have labels and should map the learning. i.e. drawing a character doesn't enhance the understanding of the character but drawing a scene and labelling who was there and what they did may enhance understanding of plot.



3.6a Write to Learn



Develops thinking, secures understanding and communicates knowledge through purposeful, explicitly taught and progressively independent writing tasks.

Best Bet - Write to Learn

1. Build strong writing foundations through explicit teaching of transcription, spelling and sentence construction.
2. Establish a clear purpose, audience and success criteria before learners begin.
3. Activate the knowledge and vocabulary learners need to communicate ideas with precision.
4. Model expert writing by making planning, composition and refining decisions explicitly visible.
5. Build writing incrementally through carefully sequenced practice, scaffolding and increasing independence.
6. Provide deliberate opportunities to think, compose and improve writing over time.
7. Develop fluent, independent writers through high expectations, feedback and gradual release of responsibility.



Best Bet

Set Play 1: Think & Plan

1. **Frame the Learning** by clarifying the writing task, purpose, audience and success criteria.
2. Secure prerequisite knowledge and make essential vocabulary visible.
3. Generate and organise ideas using an appropriate planning strategy: mind map, bullet plan, flow chart, story map, Colourful Semantics or disciplinary framework (e.g. 5Ws, Burger, PEEL, PEAR).
4. Rehearse ideas through **Talk to Learn** before writing.
5. Check readiness and prioritise support using **Curate & Narrate**.



Set Play



ITTECF
Ref.

3.10

Every teacher can improve pupils' communication and literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines

3.8

Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context



3.6a Write to Learn



Set Play 2: Compose & Write

1. Model expert writing through **Metacognitive Think-Alouds**, making the writing process explicit.
2. Analyse excellence using high-quality exemplars to identify features of successful writing.
3. Compose collaboratively through shared writing before moving to independent composition.
4. **Fade Scaffolds** by gradually removing prompts, models and writing frames.
5. Provide **Actionable Feedback** through circulation, using **Curate & Narrate** and **Check for Understanding** to prioritise precise, in-the-moment feedback.



Set Play

Set Play 3: Refine & Improve

1. Read collaboratively using **Talk to Learn** strategies to check meaning, clarity and fluency.
2. Review for excellence by evaluating writing against success criteria and modelling improvements.
3. Refine composition by strengthening vocabulary, sentence structure and organisation.
4. Correct transcription by focusing explicitly on spelling, punctuation, grammar and presentation as appropriate.
5. Rewrite purposefully by applying specific improvements to produce a stronger final piece.



Set Play



ITTECF
Ref.

3.10

Every teacher can improve pupils' communication and literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines

3.8

Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context



3.6b Talk to Learn



Talk is a generative learning activity that develops thinking, deepens understanding and strengthens communication through purposeful, explicitly taught and progressively independent talk.

Best Bet – Talk to Learn

1. Establish a clear purpose by **Framing the Learning**, why learners are talking and what successful talk will achieve.
2. Prepare learners by securing prerequisite knowledge, explicitly teaching disciplinary vocabulary and providing sufficient thinking time before discussion.
3. Model expert thinking aloud by demonstrating high-quality responses, disciplinary language and the reasoning processes learners are expected to develop.
4. Structure purposeful dialogue through consistent talk routines, sentence stems and collaborative protocols that maximise participation and accountability.
5. Develop disciplinary thinking through purposeful questioning, reasoning, justification, challenge and collaborative exploration of ideas.
6. Listen responsively by probing understanding, addressing misconceptions, providing **Actionable Feedback** and extending learners' thinking during discussion.
7. **Deliberate Reflection** time using talk to synthesise ideas, strengthen understanding and improve reading, writing and **Deliberate Practice**.



Best Bet

Set Play 1 – Paired Oracy: Turn & Talk

1. Establish permanent talk partners to build routine, trust and accountability.
2. Use adult as talk partner.
3. Frame a clear question and specify the response required (e.g. explain, justify, compare, predict, evaluate).
4. Provide sufficient thinking time before talk begins.
5. Structure talk by specifying who speaks first, timings and how partners respond to ideas.
6. Circulate strategically, identifying misconceptions and selecting responses to amplify and extend.



Set Play

Adjustment



ITTECF
Ref.

3.12

Pupils' oral language skills can be supported by teaching new words and how to use and understand words within sentences or longer texts

4.7

High quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary

4.9

Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice



3.6b Talk to Learn



1. Clarify the discussion purpose, participation expectations and appropriate **Talk Tactics**.
2. Model one or two Talk Tactics using examples and sentence stems.
3. Rehearse appropriate tactics: instigate, build, probe, clarify, challenge or summarise.
4. Prompt and scaffold their use until increasingly fluent and purposeful.
5. Gradually **Fade Scaffolds** so learners select **Talk Tactics** independently.



Set Play

Instigate

Present an idea or open up a new line of inquiry

“ I would like to start by saying ____

“ I think ____

“ We haven't yet talked about ____

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas

“ Why do you think ____?

“ What evidence do you have to support X idea?

“ Could you provide an example?

Probe

Challenge

Disagree or present an alternative argument

“ I disagree because ____

“ To challenge you X, I think ____

“ I understand your point of view, but have you thought about ____?

Challenge

Clarify

Asking questions to make things clearer and check your understanding

“ So are you saying ____?

“ Does that mean ____?

“ Can you clarify what you mean by ____?

Clarify

Summarise

Identify and recap the main ideas

“ So far we have talked about ____

“ The main points raised today were ____

“ Our discussion focused on ____

Summarise

Build

Develop, add to or elaborate on an idea.

“ Building on X's idea ____

“ I agree and would like to add ____

“ X's idea made me think ____

Build



Set Play 3 – Group Oracy

1. Establish clear roles, expectations and success criteria.
2. Provide an authentic problem, enquiry or discussion task.
3. Encourage learners to build on, challenge and justify ideas respectfully.
4. Monitor discussions and intervene to deepen thinking.
5. Conclude by synthesising and sharing key learning.



Set Play

ITTECF
Ref.

3.12

Pupils' oral language skills can be supported by teaching new words and how to use and understand words within sentences or longer texts

4.7

High quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary

4.9

Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice

Generate with ambition
and precision



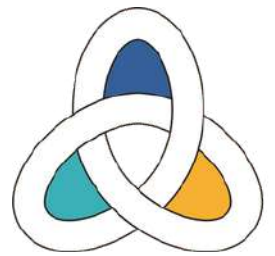
Second Edition
2026/27

CELT ENTITLEMENT

The Learning Chronicles

Volume 4

(Second Edition 2026)



EMPOWER



**Tes Schools
Awards 2026**

Shortlisted

Teacher Development Initiative of the Year

Supported by **tes**



with checks and
confidence

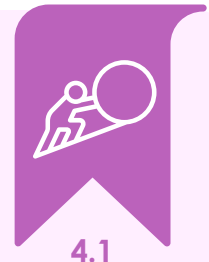


Empower with confidence...

The **Empower** phase develops learner confidence, independence and resilience by valuing effort, ownership and growth. **Normalising Struggle** helps learners see challenge as a natural and necessary part of learning, not a setback. **Own It** encourages learners to take responsibility for their progress, fostering motivation, pride and a growth mindset. **Celebrating Success** reinforces positive learning behaviours and outcomes, showing learners that their efforts are recognised and meaningful. These strategies combine to empower learners to believe in their abilities, persist through difficulty and feel proud of what they've achieved—nurturing both academic success and self-efficacy.

Normalise Struggle

Builds resilience by framing difficulty as essential to learning and normalises productive struggle to increase self-belief and motivation.



4.1

Own It...

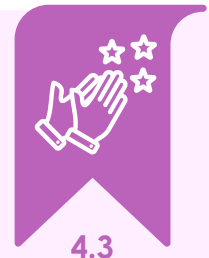
Promotes determination, agency and responsibility by encouraging learners to take ownership of their learning.



4.2

Celebrate Success

Raises aspirations and motivation through clear recognition of individual or collective learning success.



4.3



"We need to help learners understand that struggle is not a sign of failure but an indication that they're learning and growing."

Carol Dweck

...and checks



The **Empower** phase equips learners to take charge of their progress through purposeful reflection and guidance. **Checking for Understanding** ensures learners are clear on what they know and where they need improvement. **Responsive Teaching** adapts learning in real time, showing learners that their thinking matters. **Deliberate Reflection** encourages learners to evaluate and improve their work, building metacognitive awareness. **Actionable Feedback** provides clear, specific next steps learners can act on straight away. Together, these strategies empower learners to feel capable, involved and responsible—developing the independence, confidence and resilience needed for sustained success.

Checking for Understanding

Identifies misconceptions and clarifies understanding to allow responsive teaching and improve learner outcomes.



4.4

Responsive Teaching

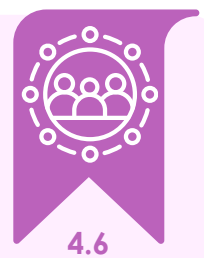
Adapts instruction in real time based on what learners know, need or misunderstand.



4.5

Deliberate Reflection

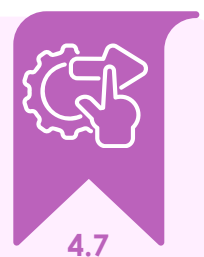
Encourages improvement through structured reflection, review, redrafting and active metacognitive engagement.



4.6

Actionable Feedback

Improves outcomes by giving clear, useful, specific feedback learners can use immediately.



4.7

"Responsive teaching has a simple commitment at its heart: keep the learning ambitious. Change support when the evidence demands it."

Haili Hughes





4.1 Normalise Struggle



Normalise Struggle builds resilience and self-belief by framing difficulty as a valuable part of learning. Teachers establish challenge, effort and productive struggle as expected, helping learners persist, take risks and recognise effort as a route to success.

Productive Struggle vs Harmful Struggle

Challenge that stretches thinking while remaining achievable with effort, appropriate support and persistence

Difficulty that exceeds learners' current knowledge or capacity, leading to confusion, frustration or disengagement

Best Bet - Normalise Struggle

1. Explicitly teach that struggle and mistakes are part of learning.
2. Frame challenge as an opportunity to grow.
3. Praise persistence and strategy during difficult tasks.
4. Model your own thinking when you don't know something.
5. Allow space for productive effort before stepping in.
6. Provide scaffolds to support rather than remove challenge.
7. Consider struggle may look different depending on individual context, values, and beliefs.

Possible Ideas Include:

1. Thinking aloud your own mistakes: 'Hmm, that didn't work; let me try again.'
2. Struggle of the week or shout-outs.
3. Reflection questions/exit tickets on what learners found hard.
4. Design and narrate 'Struggle Moments' in lessons.



Best Bet



ITTECF
Ref.

7.4

Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success

7.7

Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure



4.2 Own It



Own It develops learner agency, determination and responsibility by building increasing ownership of learning. Teachers develop self-regulation, reflection and purposeful decision-making so learners understand their progress and take responsibility for success.

Best Bet - Own It

- 1. Create space for learners to set goals and reflect.
- 2. Model and scaffold self-monitoring strategies.
- 3. Encourage learners to take initiative and advocate for their needs, viewpoints, and beliefs.
- 4. Celebrate examples of learner agency and independence.
- 5. Use routines that support planning and self-checking.
- 6. Build in opportunities for choice and responsibility.



Best Bet

Possible Ideas include

- 1. Involve learners in generating the questions or success criteria.
- 2. Build in regular checkpoints to reflect.
- 3. Use roles and responsibilities in learning.
- 4. Create opportunities for choice and voice for all, ensuring ethnicity, diversity, and inclusivity are at the forefront.
- 5. Use a help desk or a staged checking system like Book, Buddy, Boss.



Over time, feedback should support pupils to monitor and regulate their own learning

Ref.

7.3

The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives



4.3 Celebrate Success



Celebrate Success raises aspiration, motivation and pride by recognising genuine individual and collective achievement. Teachers make progress and academic success visible through meaningful, specific and inclusive celebration, reinforcing that effort leads to achievement.

Best Bet - Celebrate Success



Best Bet

1. Recognise meaningful success, including progress, effective effort, improvement and increasingly independent learning.
2. Make praise specific and precise, identifying exactly what the learner has done successfully.
3. Celebrate the behaviours and strategies that support learning, not simply task completion or correct answers.
4. Keep recognition authentic and proportionate, ensuring praise is credible and maintains high expectations.
5. Make success visible, using strong learner work and responses to exemplify excellence.
6. Build learner confidence and belonging, ensuring every learner experiences meaningful recognition over time.
7. Extend celebration beyond the classroom, **Sharing Success** with families and removing barriers for need-to-reach families.



ITTECF
Ref.

1.3

Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.

7.6

Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).



4.4 Check for Understanding



Check for Understanding gathers reliable evidence of what learners know, understand and can do. Teachers identify gaps and misconceptions, using this evidence to decide whether to move on, clarify, scaffold or reteach.

Best Bet - Check for Understanding

1. Plan checks around the precise knowledge, skill or misconception to assess.
2. Check all learners, avoiding reliance on confident volunteers or apparent engagement.
3. Use questions and tasks that reveal thinking, not just correct answers.
4. Provide sufficient thinking and processing time before gathering or checking responses.
5. Give choices for possible responses, provide word bank to support.
6. Respond neutrally to errors, using misconceptions as valuable information for teaching.
7. Use evidence to plan **Responsive Teaching**- move on, clarify, scaffold or reteach.



Best Bets

Set Play - Mini Whiteboard

1. Pose a precise, short-answer question that reveals understanding.
2. Provide sufficient thinking time before learners write.
3. Ensure all learners write silently, keeping responses individual.
4. Cue "3-2-1, Show Me" for simultaneous responses.
5. Scan every board for patterns, misconceptions and support needs.
6. Respond positively to errors, normalising mistakes and maintaining belonging.



Set Play

- Moving on without sufficient evidence of understanding.
- Assuming silence, compliance or completion means understanding.
- Relying on confident learners' responses to judge the whole class.
- Asking "Does everyone understand?" without gathering evidence.
- Gathering evidence but not using it to inform next steps.



Non-example



ITTECF
Ref.

3.3

Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed

4.6

Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems

6.2

Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear



4.4 Check for Understanding



Set Play - Component Questions

- 1. Pose short, purposeful questions focused on essential component knowledge.
- 2. Provide sufficient thinking and processing time before gathering or checking responses.
- 3. Keep questions low stakes, encouraging confident participation.
- 4. Self mark against displayed answers.
- 5. Circulate to understand common misconceptions



Set Play

Set Play - Composite Tasks

- 1. Practising component questions in advance with individuals.
- 2. Pose complex composite tasks.
- 3. Probe reasoning whilst circulating to Check for Understanding.
- 4. Check understanding through success criteria or mark schemes.
- 5. Establish whether knowledge is secure and transferable.



Set Play

Set Play - Check the Work

- 1. Identify the evidence of understanding you expect to see.
- 2. Circulate strategically, ensuring every learner is thinking and contributing.
- 3. Sample across learners, anticipating likely errors and misconceptions.
- 4. Look for evidence of understanding, not simply task completion.
- 5. Respond to what you see, adapting support or teaching as needed.



Set Play

Set Play - Individual Check In

- 1. Use **Curate & Narrate** to identify learners requiring check-ins.
- 2. **Intellectually Prepare** the precise understanding to check and what success will look like.
- 3. Use the **Well Worn Path** to circulate and prioritise learners.
- 4. Re-frame questions, support learners to say it again better.
- 5. **Responsively Teach** misconceptions and **Celebrate Success**.



Set Play

Adjustment



ITTECF
Ref.

6.1

Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs

5.2

Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed



4.5 Responsive Teaching



Responsive Teaching adapts teaching in response to evidence of what learners know, need or misunderstand. Teachers make timely adjustments to clarify, reteach, scaffold or increase challenge, ensuring all learners continue to make progress.

Best Bet - Responsive Teaching

1. Use evidence from **Checking for Understanding** to identify the precise learning need.
2. Respond to the cause of misunderstanding, not simply the incorrect answer.
3. Choose the lightest effective response, avoiding unnecessary interruption or support.
4. Clarify or reteach when knowledge or understanding is insecure.
5. Use **Faded Scaffolding** responsively, increasing or reducing support as understanding develops.
6. Adjust pace, explanation, modelling or practice while maintaining ambitious curriculum expectations.
7. Check again after adapting teaching to establish whether the response was successful.



Best Bet

Set Play - Responsive Reteach

1. Identify the precise knowledge or misconception requiring attention.
2. Pause learning rather than allowing misconceptions to embed.
3. Reteach differently using concise explanation, modelling or examples.
4. Provide guided practice before returning to independent learning.
5. **Check for Understanding** again before moving on.



Set Play

Set Play - Targeted Response

1. Anticipate using **Curate & Narrate** and **Intellectual Preparation**.
2. Use **Check for Understanding** and the **Well Worn Path** to identify the precise barrier or misconception.
3. Keep the wider class learning while providing brief, targeted support.
4. Select the lightest effective response: **prompt, clarify, question, model or scaffold**.
5. Return learners quickly to the ambitious task.
6. Check again to establish impact.



Set Play



ITTECF
Ref.

5.1

Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success

5.3

Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching



4.6 Deliberate Reflection



Deliberate Reflection develops learners' ability to review and improve their learning following assessment, feedback or self-evaluation. Through purposeful reflection, redrafting and refinement, learners act on what they know and take increasing ownership of improvement.

Best Bet - Deliberate Reflection



Best Bet

1. Build dedicated time for learners to act on assessment, feedback and self-evaluation.
2. Understand that feedback can be misperceived as harsh criticism for some learners; name successes positively as well as providing improvement points.
3. Highlight the precise part of the work they need to improve using success criteria or exemplars to model.
4. Expect learners to review, correct, redraft or refine, rather than simply read feedback.
5. Provide disciplinary vocabulary to improve accuracy and precision.
6. Reteach or use **Read, Write or Talk to Learn** to support meaningful improvement.
7. Model how to reflect, diagnose and improve before expecting independence.
8. Revisit improvements so learners recognise progress and transfer learning forward.

Adjustment

Set Play - Deliberate Reflection Time: Following Feedback or Assessment



Set Play

1. Select and sequence the highest-leverage questions, knowledge or misconceptions to revisit.
2. Give learners processing time to understand feedback. Walk and talk through a question, modelling the thinking and knowledge required for success.
3. Use an exemplar or modelled response to make successful thinking and disciplinary language explicit.
4. Learners correct or improve their own response alongside the model, annotating key changes.
5. Move to a related question where learners apply the improvement with reduced support.
6. Revisit key Tier 3 vocabulary and transcription errors identified through assessment.
7. Finish with independent application to check learners can transfer the improvement.

- Learners copying correct answers from mark schemes or examples, without active processing.



Non-example





4.7 Actionable Feedback



Actionable Feedback provides clear, precise guidance that helps learners understand what to improve and how to improve it. Feedback is timely, manageable and focused on the next step, enabling learners to act and make progress.

Best Bet - Actionable Feedback

1. Give feedback that is clear, precise and focused on improvement, do not use questions.
2. Prioritise the highest-leverage next step, avoiding too much feedback at once.
3. Focus feedback on the learning, task or process, rather than the learner.
4. Use verbal or written feedback according to what will be most effective.
5. Provide feedback at a point when learners can understand and act on it.
6. Ensure time for **Deliberate Reflection**, checking that feedback leads to improvement.
7. Check-in with priority learners to encourage engagement.



Best Bet

Adjustment

Set Play - Circulate and Notice

1. **Intellectually Prepare** what success looks like and what you will notice.
2. Use the **Well Worn Path** to circulate strategically during learning.
3. Notice strengths, misconceptions and high-leverage improvement points.
4. Initiate verbal feedback with simple questions to build confidence.
5. Prioritise one actionable next step, avoiding feedback overload.
6. Check learners act on feedback before moving on.
7. Notice common patterns to inform **Responsive Teaching**.



Set Play

Set Play - Literacy Spotlight

1. Identify the key words learners should use accurately.
2. Check vocabulary is used in the correct disciplinary context.
3. Identify and correct spelling of key and frequently used words.
4. Model the correct spelling, vocabulary or usage where needed.
5. Give precise feedback on what to correct and how.
6. Expect learners to apply corrections through **Deliberate Reflection**.
7. Recheck for accuracy and reinforce correct use.



Set Play



ITTECF
Ref.

6.4

To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect

6.5

High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve

Empower with checks and confidence



Second Edition
2026/27

Adjusted Teaching Toolkit

Adjusted teaching strategies to be used on CELT Student Success Plans (SSPs) to inform teachers of strategies that can support individual learners to learn successfully.

Universal Strategies		Adjusted Strategies		Communication & Interaction (C&I)	Cognition & Learning (C&L)	Social, Emotional, and Mental Health (SEMH)	Sensory & Physical Need
CONNECT - Part 1	 Meet and Greet Warm welcome at the door to set a positive tone that builds connection, readiness and emotional safety for learners.	Warm check in conversation on entry to ensure the learners are calm and ready to engage in learning				To gauge how learners are feeling, supporting empathy, attunement and emotional regulation	
		Ensure learners are not dis-regulated after social times, giving micro-regulation time				Learners may require a short micro-opportunity to regulate themselves if they find social times challenging	
		Offer visual prompts to prompt the learner to explain how they feel	To gauge how the learner is without having to verbalise				
	 Let's Do it Now Uses immediate tasks to maximise focus, attention and learning from the moment of entry.	Ensure the Let's Do it Now activity is low-cognitive load with appropriate visual cues		Allows access to the task without the need for teacher support, creating a confident start to the lesson			
		Printed copies and other adjustments for learners are ready as required	Provides a structured start to help processing	Reinforces expectations and content retention	Assists with stepping into an unknown task and reduces perceived demand	Supports learners who struggle with handwriting	
		Have answers to let's do it now written so they can be seen	Supports learners with language processing difficulties	Ensures visibility of key concepts	Increases the sense of safety in the task to reduce anxiety		
	 Curate and Narrate Helps all learners feel known, understood and included, ready to succeed in a supportive classroom.	Create adaptations to seating arrangement, prioritising a well worn path	Learners can contribute and collaborate effectively when thoughtfully seated		Proximity helps teachers discretely provide support without feeling exposed	Learners who need sensory tools or technology can be seated where these are easily accessible	
		Provide additional, printed resources or equipment such as coloured overlays, enlarged text as detailed on Curate and Narrate		Coloured overlays / coloured books / print outs minimises effort required to decode text.	Supports learners who require movement to feel regulated and safe	Colour overlays or paper colour reduce letter movement and distortion. Provide enlarged print, sloped boards, or other physical adaptations	
		Provide additional or printed resources	Ensures accessibility of content for learners with processing needs	Supports visual learners and memory retention	Increases familiarity with stepping into the unknown in learning tasks	Supports learners with visual impairments	
		Allow and encourage learners to use their individual support	Supports alternative communication methods	Provides tailored academic support	Reduces anxiety about independent learning	Supports learners with physical disabilities	

Adjusted Teaching Toolkit

Adjusted teaching strategies to be used on CELT Student Success Plans (SSPs) to inform teachers of strategies that can support individual learners to learn successfully.

CONNECT - PART 2	Universal Strategies	Adaptive Strategies	Communication & Interaction (C&I)	Cognition & Learning (C&L)	Social, Emotional, and Mental Health (SEMH)	Sensory & Physical Need
	 Relentless Positivity Highlights desired behaviours to reinforce expectational norms, motivation and a respectful classroom climate.	Narrate the why around any reasonable adjustments to behaviour policy	Helps to provide clarity on what to expect		Small, achievable goals build confidence, motivation and self-worth. Helps learners to feel seen, heard and understood which promotes more acceptance of any correction given.	
		Repeat the expectations at the start of the lesson (avoid context transfer)	Provides clear structure for learners who require this	Ensures learners understand expectations from the beginning		
	 Retrieval Practice Builds long-term memory by strengthening recall and understanding through regular knowledge retrieval practice.	Give additional hints, visuals or support to enable retrieval	Provides verbal or visual prompts to support recall	Supports working memory retrieval		
		Additional thinking/processing time to retrieve information	Supports learners who require more time to process information	Gives time to break down a concept into smaller steps	Supports learners who require time to manage a fear of failure response	
	 Frame the Learning Clarifies learning purpose, goals and relevance to guide attention, motivation and focus during learning.	Sequence the learning across the lesson and remind of key knowledge	Helps learners understand what is expected	Assists with generalizing the learning from one context to another	Promotes ownership of learning allowing learners to self-monitor	
		Revisit today's key knowledge individually throughout the lesson	Supports retrieval practice for learners with memory difficulties	Aids working memory and information retention		
		Visual or verbal cues to prepare for transitions	Icons, symbols and images reinforce key ideas		Supports learners to know what to expect and reduces uncertainty	Enables learners who require more time to transition to prepare effectively and self-monitor this
		Explicitly and directly tell learners the purpose of the task				



Adjusted Teaching Toolkit

Adjusted teaching strategies to be used on CELT Student Success Plans (SSPs) to inform teachers of strategies that can support individual learners to learn successfully.

INSPIRE	Universal Strategies	Adaptive Strategies	Communication & Interaction (C&I)	Cognition & Learning (C&L)	Social, Emotional, and Mental Health (SEMH)	Sensory & Physical Need
	 Harness Attention Secures learner attention through clear routines, consistent cues and focused classroom expectations.	Allow learners to look elsewhere and avoid direct eye contact as needed	Supports learners who find it sensory overwhelming to look and listen at the same time		Builds a sense of safety and avoids feeling a sense of perceived threat	Supports learners who find it sensory overwhelming to look and listen at the same time
		Move near and get down to the learner's level	Assists with cueing in the learner to attend to verbal information	Assists attention and listening to ensure information is being accessed	Assists connection and reduces any perceived threat	Supports learners with hearing impairments
		Provide additional opportunities for movement during instruction	Enhances attention and listening	Allows for brief cognitive rests and reduces cognitive fatigue	Enhances focus and self-regulation	Supports sensory seeking learners and require movement to process
	 Establish Learning Mode Clarifies specific and clear learning modes so learners feel secure, confident and ready.	Tell learners how much they need to write/complete- Write to Learn	Assists learners to know when a task will start and finish	Supports learners to know each step of the task and when this has finished	Help provide structure and clarity to how to achieve what is expected	
		Explicitly and directly tell learners the purpose of the task Frame the Learning	Supports inference and understanding of why this is useful	Helps give a concrete reason to an abstract concept	Improves time awareness and supports transitions	
		Give prior information before changing Learning Mode. Provide sufficient adjustment time.	Supports learners with moving from one task to another	Makes transitions clearer and reduces cognitive load	Helps clarify what is expected and reduce fear of the unknown	
		Repeating instructions and providing a visual list (task planner)	Learners can look back and not rely on adult to repeat	Gives the chance to revisit and review the next step	Reduces the need to rely on an adult to explain what to do; the learner can rely on themselves	Supports learner with auditory processing needs
		Use repeated Learning Mode routines to create predictability	Aids comprehension of the learning expectations	Learners can devote more of their working memory to the content rather than the procedure	Repetition of familiar routines reinforces feelings of safety and security helping learners to feel and be more settled	Allows access for all learners who have sensory or mobility needs
	 Expert Exposition Explains new knowledge and content with clarity, precision and expertise to ensure strong learner understanding.	Additional explanations using words that are accessible.	Assists with understanding concepts and knowing what is expected	Assists with understanding concepts	Provides connection with an adult who is holding them in mind	
		Dual coding (using visuals and words together)	Supports learners who process visual information better	Helps learners who need more assistance with reading information	Provides reassurance in understanding what is expected	Helps learners with auditory processing needs
		Use literal, specific and concrete language avoiding unnecessary information or ambiguity.	Supports neurodivergent learners to know exactly what is expected	Helps with breaking down the steps of a task	Provides clarity on what is expected in the session	
		Visual time prompts- deliberate Practice	Helps make time (abstract) concrete	Supports progress through a task	Helps learners to know what to expect	
		Pause regularly to Check for Understanding, recap key ideas and address misconceptions.	Uncovers any misconceptions so these can be addressed	Assists understanding so information can be retained	Provides connection with an adult who is holding the learner in mind	
		Remove redundant information from PPTs, task, question or resource		Assist effective processing of learning concepts	Supports with clarity of task and reduces possibility of overwhelm	Supports learners with visual processing need

Universal Strategies		Adaptive Strategies		Communication & Interaction (C&I)	Cognition & Learning (C&L)	Social, Emotional, and Mental Health (SEMH)	Sensory & Physical Need
GENERATE	 Meta-cognitive Modelling Demonstrates thinking and generative processes explicitly to help learners develop independent strategies for successful application of knowledge.	Physical model	Supports learners who learn best through the visual channel	Increases understanding of a task; visual channel is easier when in a heightened emotional state			Supports learners with fine motor difficulties
	Extra 'I do' (guided practice)	Reinforces concepts through additional teacher modelling	Supports learners who need repetition			Supports learners with processing needs	
	Select one clear model so every learner can see the process. Use either visualiser, board/screen or practical demonstration	Reduces cognitive overload for learners who take longer to process information.	Supports comprehension by simplifying explanations	Reduces risk of overwhelm			
	Question directed at me during 'we do' to ensure understanding	Supports verbal processing and engagement	Ensures learners grasp key concepts before independent work				
	Check-in with priority learners, correct model and clear task understanding	Provides clear expectations before independent work	Ensures learners know what success looks like				
	 Faded Scaffolding Supports access to challenging tasks with gradual removal of temporary structures as confidence and understanding increase.	Sentence starters /Familiar Stems	Supports language processing	Helps learners organize writing	Increases the safety of a presented task to build confidence in stepping into it		
	When and then prompts	Supports sequencing of events for neurodivergent learners	Helps with executive functioning and memory	Provides clarity to the expectations of the session			
	Example of a plan for extended writing		Helps with writing structure and organization	Provides clarity to increase confidence			
	Identify the precise barrier or complexity of learning, selecting the lightest effective scaffold to support success	Supports understanding by breaking down content	Helps with comprehension and recall				
	 Deliberate Practice Develops fluency and confidence by repeated or sustained focused practice that builds automaticity and	Break complex learning into carefully sequenced components, modelling each step before combining them into increasingly complex thinking	Helps break down complex instructions	Supports working memory and executive function			
	Processing time	Provides more time to think and process information	Provides more time to make sense of information that has been given	Allows time for regulation tools to be implemented in the moment			
	Visual timer	Can support attention and focus on shorter steps of a whole task	Helps time management				
	Extra time task		Supports learners who need more time to process	Allows time for regulation tools to be implemented as a task progresses			
	Word banks for key higher level terms	Supports vocabulary development and retrieval	Helps learners with literacy needs and learning needs across curriculum				

EMPOWER

Universal Strategies	Adaptive Strategies	Communication & Interaction (C&I)	Cognition & Learning (C&L)	Social, Emotional, and Mental Health (SEMH)	Sensory & Physical Need
 Checking for Understanding Identifies misconceptions and clarifies understanding to allow responsive teaching and improve learner outcomes.	Give choices for possible responses, provide word bank to support	Provides a scaffold to open ended questions		Provides a scaffold which helps create a feeling of safety	
	Warm calling, question in advance, think time, turn and talk	Supports processing of verbal questions	Supports memory retrieval	Provides regulation time to enable better thinking to take place	
	Practising questions in advance	Gives learners a chance to orally rehearse their answer and record	Reduces cognitive load and supports working memory	Avoids risk of being triggered by feeling 'on the spot'	
	Re-frame questions & Re-casting answers – learners say it again better	Supports understanding for learners at their level of comprehension	Ensures verbal information can be understood and processed		
	Provide sufficient thinking and processing time before gathering or checking responses	Supports learners who require more time to process information	Gives time to break down a concept into smaller steps	Supports learners who require time to manage a fear of failure	
	Circulate strategically ensure 100% contribution	Builds confidence to provide a response	Encourages structured participation	Builds confidence to contribute and reduces fear of making mistakes	
	Give choices for possible responses, provide word bank to support	Supports understanding of key terminology	Aids learners with literacy needs		
 Actionable Feedback Improves outcomes by giving clear, useful, specific feedback learners can use immediately.	Initiate verbal feedback with simple questions to build confidence	Supports verbal reasoning and articulation of ideas	Encourages learner engagement with feedback	Builds confidence in processing feedback	
	Give feedback that is clear, precise and focused on improvement, do not use questions	Reduces processing overload for learners with executive function needs	Ensures feedback is clear and direct	Prevents anxiety about responding to feedback	
	Prioritise one actionable next step, avoiding feedback overload	Supports learners with clarity and reduce overwhelm	Helps learners with executive function difficulties break down feedback into actionable steps.	Reduces stress for learners who find long feedback overwhelming.	
	Provide disciplinary vocabulary to improving accuracy and precision- Deliberate Reflection	Supports learners with language difficulties by reinforcing key vocabulary	Helps learners with working memory and comprehension by making key terms visible		
	Check-in on priority learners to encourage engagement		Encourages engagement and metacognition	Increases feeling comfortable about self-correction	
 Deliberate Reflection Encourages improvement through structured reflection, review, redrafting and active metacognitive engagement.	Give learners processing time to understand feedback	Supports verbal comprehension	Encourages deeper reflection on feedback	Builds confidence in processing feedback	
	Understand that feedback can be misperceived as harsh criticism for some learners; name positively as well as providing improvement points	Encourages a sensitive approach to feedback by naming positively as well as points for improvement	Reduces anxiety around assessment and correction	Helps learners feel heard and understood and self-esteem needs recognised	
	Highlight or tell learners the precise part of the work they need to improve	Supports learners with communication difficulties by making feedback clearer	Helps learners with cognitive load by guiding them to specific areas for improvement	Provides clarity and reduces demand for learners caused by open-ended feedback	