

ProgressTeaching's Teaching and Learning Framework

October 2025

Driving excellence through feedback

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Introduction

There is no one 'correct' teaching and learning model. A school's context must be considered when deciding on a best-fit framework. This ProgressTeaching framework is therefore intended to be a useful resource for you to adapt or partially use, as you decide on the teaching and learning model that works for your school.

*"Learning walks will allow leaders the opportunity to show inspectors their school, **discuss the context in which they work** and exemplify the impact of their actions."*

School Inspection Operating Guide for Inspectors

This teaching and learning framework:

- covers all areas of pedagogy from the statutory [Teaching Standards](#), which set the minimum requirement for teachers' practice and conduct.
- is based on tried and tested models used by highly successful schools.
- is categorised into 7 'Habits', or areas of pedagogy, a number which we have found provides clear and powerful evidence for analysis when using the [ProgressTeaching](#) platform.
- weaves in key points from the 2025 [Schools Inspections Toolkit](#) so schools can be assured all pedagogical points from the teaching aspect of the 'curriculum and teaching' area of the inspection have been covered.

Further considerations

Evidence and research

We would encourage schools to add in references to the evidence and research they have used in deciding on this teaching model.

*“The school’s approach to teaching is based on an **evidence**-informed understanding of effective teaching and how pupils learn”*
School Inspection Operating Guide for Inspectors

Ofsted has published a [supporting evidence base](#) listing statutory / non-statutory guidance, professional standards and research that underpinned the toolkit.

Barriers to learning

We would also recommend that any context-specific barriers to learning identified by the school are built into the rubric, as this is a theme that runs through the ‘curriculum and teaching’ area of the framework.

“Leaders can explain how they identify significant barriers to teaching and learning and how they take action to reduce those barriers.”
School Inspection Operating Guide for Inspectors

ProgressTeaching Habits for Teaching & Learning

Habit	Description
Classroom Culture	<ul style="list-style-type: none"> • Set and maintain high expectations. Follow the school behaviour policy consistently (make reasonable adjustments for SEND and those who may face other barriers to learning where applicable). Front-load and overcommunicate expectations. What you permit, you promote. Low-level disruption is never acceptable. • Use calm, least-invasive strategies to prevent escalation, such as radar, proximity, eye contact, non-verbal cues, and redirection. Corrections should protect the flow of learning — not disrupt it. Be seen checking. • Use positive framing. Prompt pupils by clearly stating what they should be doing, using confident and encouraging language to promote the right choices and reinforce expectations. • Keep the school rules: When correcting behaviour, refer explicitly to these rules. • Use precise praise linked to the school values. Use the school reward system and specific verbal praise to reinforce the behaviours you want to see. • Key Routines should be explicitly taught to reduce cognitive load and keep the focus firmly on learning: <ul style="list-style-type: none"> • Meet & Greet – Welcome pupils positively at the threshold, check uniform, and ensure a positive, calm and settled entry. • ‘Do now’ activity – Display the ‘Do now’ task on entry; a 3–5-minute retrieval or thinking activity. • Signal for Silence – 3, 2, 1 countdown to ensure effective transitions between activities, establishing quiet and pupil attention. <p>Exit – Pupils stand behind chairs, tidy their space, and are dismissed by row or individually.</p>
Subject and Curriculum Expertise	<ul style="list-style-type: none"> • Plan from a sequenced curriculum. Plan and sequence the curriculum for all pupils to access and gain knowledge and skills to reach its aims. • Demonstrate deep subject knowledge. Communicate concepts clearly, and design tasks that develop thinking by connecting prior knowledge with future learning.

	<ul style="list-style-type: none"> • Set a clear learning objective. Use direct language (e.g. “To know...”, “To understand...”, “To be able to...”) that makes the learning journey visible and pupil-friendly. • Align learning objectives with curriculum and assessment. Learning should connect with long-term curriculum goals and build towards end points. Revisit these systematically throughout the lesson. • Explain the ‘why’. Inspire pupils by showing where the learning fits in the bigger picture — across subjects, in life, or the world of work, linked to prior and future learning. • Return to the objective often. Refer back to it throughout the lesson to maintain focus and check progress against the learning objective. <p>Build in awe and wonder. Use your passion to bring content to life and spark curiosity and engagement.</p>
Modelling & Explanations	<ul style="list-style-type: none"> • Narrate your thinking. Model the cognitive steps behind successful outcomes. Use “I do – we do – you do” to gradually release responsibility through metacognitive modelling. • Use worked examples. Break tasks into stages with WAGOLLs (What A Good One Looks Like), WABOLLs (What A Bad One Looks Like). • Use visualisers and exemplars. Show exactly how to complete tasks, write responses, solve problems or think like a subject expert. • Deliver clear and structured explanations. Introduce new concepts, knowledge and skills that builds on prior learning. • Word conscious teaching. Be attentive to vocabulary, introducing, defining, and contextualising tier 2 and tier 3 terms as they arise during lessons. <p>Reading Out Loud: Model fluent reading by reading texts aloud clearly and expressively, supporting students’ accuracy, automaticity, and prosody.</p>
Assessment for Learning	<ul style="list-style-type: none"> • Use assessment to identify gaps. Use assessment to accurately identify gaps in pupils’ learning and understand different starting points, then adjust planning and teaching accordingly. • Assess language proficiency. Regularly assess pupils’ language proficiency, including their understanding of key vocabulary.

	<ul style="list-style-type: none"> • Ask lots of purposeful questions, all the time. Use questioning as a tool to probe, prompt and stretch every pupil's thinking – not just check for recall. • Ensure full participation. Use Cold Call, No Opt Out, and Wait Time to create a culture where everyone is expected to think and contribute. Don't accept "I don't know" – instead, prompt, reframe or return later. • Use Think-Pair-Share (or Turn and Talk) to allow pupils time to rehearse and refine responses before sharing. This reduces threat while increasing rigour. • Quash misconceptions. Be aware of, and directly address common misconceptions and errors. <p>Use all-pupil response strategies. Include whiteboards, thumbs up/down, or choral responses to quickly assess understanding across the class</p>
Adaptive & Responsive Teaching	<ul style="list-style-type: none"> • Know who. Use assessment, reading age, SEND information, PP data, One Page Profiles and seating plans to develop a clear picture of each pupil and their needs. • Know how. Understand and apply strategies that remove barriers to learning, especially for disadvantaged pupils, those with SEND, those who are known to children's social care, and those who may face other barriers to learning, through effective task design, scaffolding and adaptive teaching techniques • Adapt in real time. Respond to gaps in understanding through live marking, in-the-moment reteaching, and clarifying misconceptions as they arise. • Plan for accessibility & thinking hard. Teach to the top and scaffold activities and resources up, ensuring appropriate stretch for all. • Scaffold, don't simplify. In planned activities and resources, use tools like sentence starters, structure strips, knowledge organisers, word banks, and exemplars — remove scaffolds once pupils are ready. • Utilise adults effectively. TAs are deployed effectively to support pupils' progress and build their independence. <p>Address lost learning time. Ensure pupils catch up on essential knowledge following absence through targeted resources and support.</p>
Practice, Independence	<ul style="list-style-type: none"> • Pupil mastery. Use regular retrieval and spaced practice to help pupils know more, remember more, and do more.

and Reflection	<ul style="list-style-type: none"> • Prioritise extended independent tasks. Give pupils time to work through challenging tasks with focus and resilience. • Explicit success criteria. Help pupils understand what good work looks like and how to achieve it. • Use live feedback and marking. Circulate with purpose to assess learning, identify misconceptions, and provide real-time feedback that drives improvement. • Build in time to reflect and respond. Use green pen routines and self/peer assessment so pupils engage with feedback, make edits, and refine their work. • Follow the school's feedback and literacy policy. Ensure feedback is regular, subject-specific, and drives improvement in knowledge, language, and outcomes. <p>Focus feedback on developing learning. Provide feedback that helps pupils build proficiency and progress over time.</p>
Strong Foundations	<p>All phases</p> <ul style="list-style-type: none"> • Curriculum focus on language and vocabulary. Design the curriculum to extend pupils' vocabulary, both spoken and written, and increase their reading competency. • Teach pupils how to communicate effectively (Oracy). <ul style="list-style-type: none"> ○ Expect full sentences. Insist on formal talk with routines like "Say it again, better", "I say, you say", and consistently model strong oracy through metacognitive modelling. ○ Probe for depth. Give adequate thinking time for deeper, higher order questions. Extend responses with prompts like "Tell me more", "Why?", "How do you know?" ○ ABC oracy. Promote high order discussion with questions like - "Do you agree with that?", "How can you build on that?" or "What challenge is there to this view?" • Effective reading instruction. Reading is taught rigorously and sequentially through explicit vocabulary instruction, active comprehension and expert modelling. <p>Reception and Key Stage 1</p> <ul style="list-style-type: none"> • High-quality interactions. Engage pupils in high-quality interactions to develop their knowledge and vocabulary across all areas of learning.

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| | <ul style="list-style-type: none">• Articulation. Help pupils to articulate what they know and understand by scaffolding, modelling, extending and developing their ideas.• Connection to language. Build pupils' emotional connection to language and help them gain awareness and control of their voices through songs, rhymes and poems• Daily story time. Read aloud and re-read high-quality stories daily, and talk about them to build pupils' familiarity and understanding• Teaching time:<ul style="list-style-type: none">○ Provide enough teaching and practice for all pupils to become fluent in word reading, spelling, handwriting and number facts○ Provide enough teaching and practice for pupils to be able to count and calculate, and describe time, size and shape using correct mathematical terminology○ Provide additional foundational knowledge teaching and practice for pupils who need it |
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ProgressTeaching's Teaching and Learning Matrix

Habits	Needs attention	Expected standard	Strong standard
Classroom Culture	Expectations and routines are inconsistent. Behaviour management is reactive, leading to low-level disruption and loss of learning time. Relationships and language do not yet promote a calm, positive learning environment.	Creates a calm, orderly classroom where expectations are clear and consistently applied. Uses positive, least-invasive strategies to maintain focus and follow the behaviour policy. Key routines are established and contribute to a productive learning atmosphere.	Builds a highly positive, self-managing classroom culture rooted in respect, consistency, and high expectations. Behaviour systems and routines are fully embedded; pupils take ownership of their conduct and learning. The environment is calm, purposeful, and aspirational.
Subject and Curriculum Expertise	Curriculum planning lacks clear sequencing or alignment with long-term goals. Learning objectives are vague or disconnected from the curriculum. Subject knowledge and explanations are limited, leading to superficial understanding and low engagement.	Demonstrates secure subject knowledge and plans from a well-sequenced curriculum. Learning objectives are clear, curriculum-aligned, and revisited during the lesson. Explanations connect prior and future learning, ensuring pupils understand what and why they are learning.	Exhibits deep subject and curriculum expertise. Lessons are intellectually ambitious, coherent, and inspiring. Learning builds seamlessly over time, with clear purpose and passion that spark curiosity and deepen pupils' understanding of the subject's wider significance.
Modelling & Explanations	Explanations lack clarity and structure. Modelling is limited or absent, leaving pupils unsure how to approach tasks. Key vocabulary and concepts are not explicitly taught or reinforced, leading to misconceptions and surface-level understanding.	Provides clear, structured explanations that build on prior learning. Uses modelling strategies (e.g. "I do – we do – you do") and worked examples to guide pupils through tasks. Introduces and reinforces key vocabulary to support understanding.	Delivers expert, precise, and engaging explanations that make complex ideas accessible. Models high-quality thinking and outcomes through visual exemplars and fluent narration. Vocabulary, reading, and subject language are woven seamlessly into teaching, promoting deep understanding and independent mastery.

Assessment for Learning	Assessment is infrequent or superficial. Gaps in knowledge and misconceptions go unnoticed or unaddressed. Questioning targets only a few pupils and provides limited insight into understanding. Teaching does not adapt in response to assessment information.	Uses a range of formative assessment strategies to check understanding and identify gaps in learning. Questioning is purposeful, inclusive, and probes pupil thinking. Misconceptions are identified and addressed, and planning adjusts to meet learners' needs.	Embeds assessment seamlessly into teaching to deepen learning and drive progress. Questioning and all-pupil response strategies ensure every learner participates and thinks hard. Feedback and follow-up are precise and timely, enabling pupils to self-correct and make rapid gains.
Adaptive & Responsive Teaching	Teaching does not sufficiently account for pupils' varied needs. Tasks and resources are not adapted, leading to gaps in understanding or lack of challenge. Support staff are underused or unclear on their role. Responses to misconceptions or barriers are delayed or inconsistent.	Demonstrates awareness of individual pupils' needs and plans accordingly. Uses assessment and scaffolding strategies to ensure accessibility and challenge for all. Adapts teaching in real time to address misconceptions and learning gaps. Support staff are deployed effectively to promote progress and independence.	Teaching is highly responsive, precise, and inclusive. Deep understanding of each learner informs adaptive planning and live teaching decisions. Scaffolding is expertly designed and removed at the right time, ensuring all pupils think hard and achieve highly. Additional adults maximise impact through seamless collaboration.
Practice, Independence and Reflection	Opportunities for independent practice and reflection are limited or unfocused. Pupils rely heavily on teacher direction and struggle to apply learning independently. Feedback is inconsistent or not used to improve work. Retrieval and practice are infrequent, leading to shallow retention.	Provides regular opportunities for retrieval and extended independent practice. Success criteria are clear and used to guide improvement. Feedback is timely, purposeful, and acted upon through reflection or editing routines. Pupils develop confidence and ownership of their learning.	Creates a culture of independence, mastery, and continual improvement. Retrieval, feedback, and reflection are embedded habits. Pupils self-regulate, refine their work with precision, and demonstrate deep understanding through sustained, high-quality practice. Feedback consistently drives long-term learning and progress.
Strong Foundations	Curriculum does not prioritise the systematic development of language, vocabulary, or reading. Opportunities for structured talk are limited, and pupils struggle to articulate ideas	Curriculum design promotes language development and reading proficiency. Pupils are routinely expected to speak in full sentences and engage in structured discussions. Reading and	Language, vocabulary, and reading are at the heart of the curriculum. Oracy is embedded through consistent routines that promote depth, precision, and confidence in communication. Reading

	clearly. Reading and vocabulary instruction lack rigour or consistency.	vocabulary are taught explicitly and sequentially to build comprehension and fluency.	instruction is expertly delivered, enabling pupils to access, analyse, and enjoy complex texts with understanding and independence.
Strong Foundations (Reception and Key Stage 1)	Interactions are limited or lack focus on language development. Story time and talk are inconsistent, and pupils have few opportunities to articulate understanding. Teaching time is insufficient for all pupils to secure foundational literacy and numeracy skills.	Provides high-quality interactions that develop pupils' vocabulary and understanding across the curriculum. Regular story time, songs, and rhymes build language and comprehension. Teaching time ensures pupils make secure progress in reading, writing, and number fluency, with additional support for those who need it.	Creates a language-rich environment where talk, stories, and reading sit at the heart of learning. Interactions skilfully extend vocabulary, reasoning, and expression. Teaching is precise, systematic, and responsive, ensuring every pupil masters the essential foundations of literacy and numeracy for future success.

Overlay

ProgressTeaching Habits → Ofsted 2025 school inspection areas, and how to evidence

How Ofsted will report:

From November 2025, schools receive a report card with a 5-point scale for each evaluation area (Urgent improvement → Needs attention → Expected standard → Strong standard → Exceptional). The emphasis is on pupils being able to **achieve, belong, thrive** and on **first-hand evidence** gathered on site.

ProgressTeaching Habit	Ofsted evaluation area(s) this most evidences	What 'good looks like' in the toolkit	Best ways to showcase/ evidence (aligned to Ofsted process)
Classroom Culture	Attendance & behaviour; Personal development & well-being; Leadership & governance (culture & systems)	Lessons aren't disrupted; respectful relationships; proportionate use of sanctions; clear expectations; leaders and staff create a positive environment; improvements for pupils who need support are evident over time.	Plan a behaviour -focused learning walk on Day 1; let inspectors see transitions, routines, calm starts; have pupils explain expectations; show typical reintegration approaches; leaders can narrate how behaviour data is used internally (no print-outs needed).
Subject and Curriculum Expertise	Curriculum & teaching (core), Achievement; Leadership & Governance (curriculum leadership)	Coherent, sequenced subject curriculums with disciplinary rigour ; teachers have expert subject knowledge; leaders & teachers have a sophisticated understanding of differences between subjects ; reading, vocabulary and language are prioritised.	In the planning call , propose a curriculum/teaching walk across an agreed group of subjects; during the walk, connect work seen to curriculum maps (your normal docs) and explain end-points and sequencing.
Modelling & Explanations	Curriculum & teaching	Teachers present information clearly; promote appropriate discussion; check understanding; sequence new knowledge so pupils can work towards end points; resources enable aims of the curriculum.	During lesson visits, explicitly show " <i>I do – we do – you do</i> ", worked examples, vocabulary teaching, and how these align to the planned curriculum. Inspectors will look at pupils' work and discuss learning with them.

Assessment for Learning	Curriculum & teaching; Achievement; Inclusion	Assessment informs teaching; teachers check understanding, identify starting points/gaps ; (where relevant) language proficiency is assessed; inspectors triangulate on-site evidence with published outcomes; internal data is not reviewed (but can be discussed).	Be ready to explain how formative checks steer adaptation. Have pupils and staff talk through how feedback and retrieval help them know and remember more. No need to generate spreadsheets for Ofsted.
Adaptive & Responsive Teaching	Inclusion; Curriculum & teaching	Staff know how to identify and remove barriers through design, assessment and adaptation ; additional adults enable access to high-quality teaching and build independence; reasonable adjustments are well- targeted.	In a learning walk with an inclusion focus , show planned scaffolds, how/when they're faded, and how TAs are deployed. Use case sampling to evidence impact for disadvantaged, SEND and pupils known to social care.
Practice, Independence and Reflection	Curriculum & teaching; Achievement	Leaders/teachers prioritise key knowledge; feedback, retrieval and assessment help pupils embed knowledge; gaps are tackled quickly; pupils produce high-quality work over time.	Invite inspectors to review books/artefacts during walks; have pupils explain success criteria, redrafting, and how they improved work in response to feedback.
Strong Foundations (all phases)	Curriculum & teaching; Achievement; Attendance & behaviour	Strong foundations in communication & language, reading, writing and mathematics so pupils can access the curriculum; leaders identify significant barriers and act; for older pupils without foundations, assessment targets catch-up.	Let inspectors see early reading and vocabulary instruction in action; show how gaps are found and closed; plan some listening-to-read opportunities.
Strong Foundations (Reception and Key Stage 1)	Early years	High-quality interactions; daily routines develop language/vocabulary; sufficient teaching & practice for fluent word reading, spelling, handwriting & number facts; children well prepared for Y1.	Include EYFS/KS1 stops on walks; show story time, phonics, maths practice; explain how staff prioritise interacting over recording.

All information in this 'overlay' is based around the [Ofsted Schools Inspection Toolkit from November 2025](https://www.ofsted.gov.uk/inspections/inspection-toolkit)
www.progressteaching.com