



Being Ofsted-Ready: Teaching and Learning Under the New Framework

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Sources of information

- State-funded school inspection toolkit (Curriculum and teaching)
- School inspection operating guide for inspectors: for use from November 2025
- Ofsted education inspection framework: state-funded primary schools webinar
- Ofsted education inspection framework: state-funded secondary schools webinar
- Conversations with recently-trained Ofsted inspectors

Overview – teaching and learning under the new framework

- Context
- An evidence-based approach
- Identifying strengths and priorities for improvement
- Inclusive education

Context

“It is crucial that, as part of the planning call, you (the inspector) develop an accurate understanding of the school’s context”

“Learning walks will allow leaders the opportunity to discuss the context in which they work”

School inspection operating guide for inspectors from November 2025

Context

Pupils who:

- are disadvantaged
- have SEND
- are or were known to children's social care
- face any other barriers

Overarching contextual themes:

- Open for you to decide
- So what...?

Context – questions to consider

- What are the 'other barriers' that your pupils face?
- What headline information do you want to share about context?
- What models and strategies have you put in place in light of each contextual piece of information?

An evidence-based approach to inspection

*“Decisions about the curriculum are refined over time, based on **evidence** and insight from within and beyond the school”*

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

*“**Evidence** informs the school’s approach to assessment”*

*“The school’s approach to the curriculum and teaching draws explicitly on the best available **evidence**, including high-quality research relating to supporting disadvantaged pupils”*

Ofsted Schools Inspection Toolkit from November 2025

Evidence from beyond the school

‘Evidence from beyond the school’

- Your own nationally or internationally acclaimed research
- Ofsted’s ‘supporting evidence base’

Evidence from within the school

- **Curriculum:**

- Curriculum maps
- Explain end points
- Explain sequencing

- **From your teaching and learning model:**

- Assessment for learning -
 - How formative checks steer adaptation
 - Impact of feedback and retrieval
- Worked examples of “I do – we do – you do”
- CPD overviews

- **Inclusion focus**

- Planned scaffolds
- How TAs are deployed
- Intervention / TA deployment notes
- Case sampling

Evidence from within the school (continued)

- **EYFS / Key Stage 1**

- Story time
- Phonics
- Maths practice
- Interacting over recording
- Early reading and vocabulary instruction
- How gaps are found
- Listening-to-read opportunities
- Reading / Phonics overviews

- **Triangulation**

- **Internal data – can be discussed but is not reviewed**

Evidence – questions to consider

- What evidence or research are you using from ‘beyond the school’ to inform your teaching practice?
- What evidence are you using from ‘within the school’ to inform your teaching and learning development priorities and judge impact?
- Is all your subjects’ / year groups’ curriculum planning up to date?
- What mechanism do you have in place to check that lessons being delivered match the curriculum?
- What mechanism do you have in place to check that curriculums cover the National Curriculum?

Identifying strengths and improvement priorities

“Leaders have a comprehensive understanding of the quality of curriculum and teaching across the school”

“Leaders identify areas for improvement and take effective action to tackle these, including through professional learning, that ensures teachers develop the expertise needed to deliver the curriculum effectively”

Ofsted Schools Inspection Toolkit from November 2025

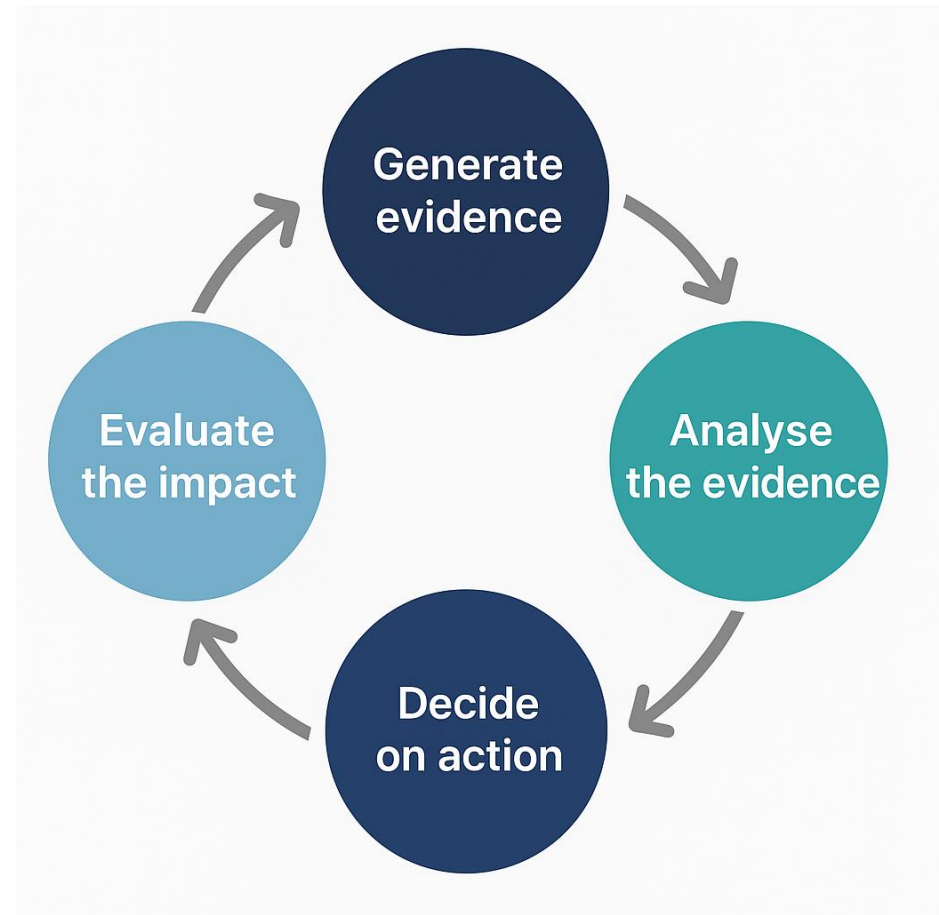
Identifying strengths and improvement priorities

Two scenarios

- Subject feedback
- A teaching strand

Set your priorities with confidence

- Clear teaching model
- Expectations about feedback frequency
- Agreed method of analysis



Identifying strengths & improvement priorities

Questions to consider

- How often do you visit lessons / review pupils' work to generate evidence?
- How do you evaluate the quality of teaching across subjects, year groups and teaching strands?
- How do you ensure that leaders have a 'sophisticated understanding of the difference between subjects?'

Inclusive curriculum and teaching

Part 2 of the planning call *“will help you (the inspector) to reflect on the impact of leaders’ actions on its pupils, particularly on disadvantaged pupils, those with SEND, those who are known (or were previously known) to children’s social care, and those who face other barriers to their learning and/or well-being”*

School inspection operating guide for inspectors from November 2025

“Staff know how to identify and remove barriers to achievement for their pupils through effective curriculum design, formative assessment and adapting their practice to meet pupils’ needs”

Ofsted Schools Inspection Toolkit from November 2025

An inclusive curriculum and teaching model

Tracking strands from your teaching model

1. Planning from a sequenced curriculum: *“Staff know how to identify and remove barriers to achievement for their pupils through effective curriculum design”*
2. Adaptive teaching: *“Adaptations to teaching for specific pupils’ needs are well targeted and effective in reducing barriers”*
3. Strong foundations: *“The curriculum is designed to extend pupils’ language and vocabulary, both spoken and written, and increase their reading competency across all subjects”*

Inclusive curriculum and teaching - barriers

- Identifying barriers to learning
 - At whole school level
 - At individual class level
- Include 'barriers to learning' in your teaching and learning model
- The role of 'additional adults' in removing barriers to learning

“Any additional adults in the classroom are deployed to enable all pupils to access high-quality teaching from their class teacher and to develop pupils’ independence over time”

Ofsted Schools Inspection Toolkit from November 2025

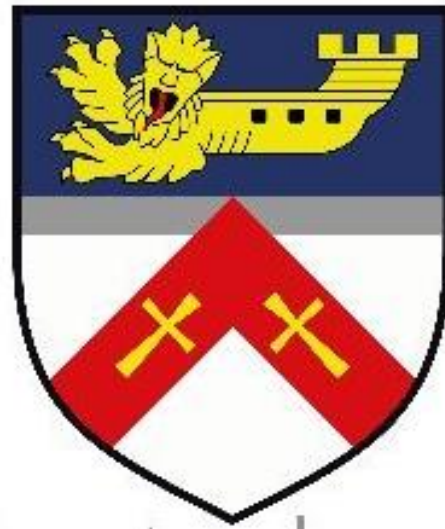
Inclusive curriculum and teaching – questions to consider

- Are there any adjustments you need to make to your teaching and learning model to identify strengths and areas for improvement in teachers' work on inclusive curriculum planning and teaching?
- How will you identify the extent to which teaching across subjects and year groups is inclusive in the relevant teaching strands?
- What are the 'barriers to learning' specific to your context (school, subjects and classes)? How do leaders and teachers identify them?
- How do you ensure that TAs or 'additional adults' enable pupils to access learning and build their independence?

Quick, concrete tips to ‘tell your story’ using the new framework

1. Shape the day 1 plan around your story
2. Prepare a context note
3. Front-load inclusion
4. Show the curriculum in pupils’ work
5. Reading, language, vocabulary everywhere
6. Use data proportionately
7. Early Years – focus on interactions and practice

Joss Rebera, Deputy Headteacher



Hartsdown
Academy



- Located in Margate, Kent, part of Coastal Academies Trust
- Secondary school (Y7-Y13) with 880 students
- 62% FSM (inc. 6th), 60% PP, 23% SEN (Highest needs SLC, SEMH), 23% EAL
- High economic deprivation 28/326 on the Index of Multiple Deprivation
- IB MYP (KS3), GCSE / Vocational (KS4), IBCP (KS5)
- 2023 – Most improved school in Kent (P8)
- Fairer Schools Index – Most improved secondary school

 School Name	 Local Authority	 'Fairer' school ranking	 Change
Hartsdown Academy	Kent	894	+1,656

The Call – whole school SIP

Our Pillars

Education for an amazing life



Academic Ambition

We challenge every student to achieve excellence through a rich curriculum, expert teaching, and a focus on curiosity, resilience, and continual progress. We give our students the keys to their next steps.

Outcomes / Progress
Teaching & Learning
Curriculum
6th Form
GCSE / Vocational
MYP
Destinations

Opportunity

We provide all of our students with enriching experiences beyond the classroom that develop confidence, character, leadership, and real-world readiness.

Student Leadership
The Arts / Drama
Sport
House activities
Careers
Trips
Enrichment

Culture

Our culture is built on strong relationships, kindness, and care. Our students matter and our actions reflect this. Our high expectations and strong routines help every student succeed.

Hartsdown Culture - Relationships
STRIVE Values
Safeguarding
SEN
Routines
High Expectations
Celebration
Attendance

Linking teaching and learning to the SIP



Our teaching and learning model

Hartdown Academy Teaching and Learning 2025-2026



Principle 1: Questioning and Retrieval

Effective questioning and regular retrieval promote active thinking, deepen understanding, and support long-term learning.

Principle 2: Reading, Writing and Oracy

Strengthening students' reading, writing and oracy skills develops confident communicators and supports success across the curriculum.

Principle 3: Feedback and Progress

High-quality feedback is a continuous process that supports pupils to improve, embed learning, and achieve more.

Principle 4: Adaptive Teaching

Adaptive teaching ensures all pupils are supported and challenged through responsive instruction and high expectations.

Professional habits

A strong classroom culture, built on clear routines and mutual respect, supports pupils to learn in the classroom.

Our teaching and learning model (continued)

Hartsdown Academy Teaching and Learning 2025/2026

	Key Strategies:	Extended	Secure	Developing	Support Required
Principle 1: Questioning and Retrieval	Cold Calling Probing/Follow up questions Pose, Pause, Pounce, Bounce Probing / Follow up questions Think-Pair-Share Do Now Low-stakes, high impact quizzes Cued/Free Recall activities Revision strategies	<ul style="list-style-type: none"> A wide range of questioning and retrieval strategies are purposefully embedded, leading to high levels of student engagement, deep thinking, and visible progress for all. 	<ul style="list-style-type: none"> Most questions are purposeful and well-targeted to students. Questions and tasks consistently lead to high-quality responses and visible progress. Retrieval activities (e.g. Do Now, quizzes, recall activities) are used regularly to revisit prior learning. Thinking time is used to allow students to develop responses. Questions are appropriately challenging Students are expected to respond in full sentences. Students are challenged when they do not use appropriate oracy. 	<ul style="list-style-type: none"> Some use of questioning and retrieval is evident but lacks consistency. Thinking time or probing questions may be limited, superficial or not appropriately challenging. Retrieval may occur but is not clearly linked to prior learning or progress. Students may not always be challenged to explain their thinking or use key vocabulary. 	<ul style="list-style-type: none"> No attempt at asking any questions No do now or similar activity or no retrieval attempted

The Call – teaching and learning focus

Principle	Strength	Current Priority
Questioning & Retrieval	Consistency in routines for retrieval across lessons	Embedding low stakes assessment and varying retrieval strategies
Reading, Writing & Oracy	Improved reading culture and oracy confidence	Strengthening academic writing
Feedback & Progress	Strong formative feedback culture developing	Focus on <i>live feedback</i> for immediacy
Adaptive Teaching	Teachers plan responsively for diverse needs	Embed high expectations for all SEND learners
Professional Habits	Strong classroom routines, with lessons planned with an awareness of all students in the class and reduced cognitive load	Students' work presentation quality

Quality of teaching

Learning walks - snapshots, drop ins, formal observations
Group Focus - SEN, Culture, Case Sampling
Feedback Conversations
Coaching pairs
Teaching and learning dashboard

Assessing the quality of learning

Quality outcomes

Analysing data at data drops
Academic intervention

Quality of student work

Book looks
Narrated book looks
Student voice meetings

Learning walks

- SLT, Heads of Department, Coaching Pairs, Teaching and Learning Team, Trust Colleagues (SDDs)
- Planned to fit the observer's expertise, i.e. Heads of Department and T+L team – pedagogy and principles, SENCO – SEN, Head of Culture – Culture
- 1 x group observation, 3 x teacher drop-ins per week
- SLT have specific department focus and a day a week to ensure coverage
- Consistency – shared rubric, QA feedback in SLT / T+L meetings, joint learning walks for standardisation
- In the room – ambassadors, view from the back, no technology, when appropriate talk to the students
- Must look in a selection of student books
- Feedback to teacher – Praise, Probe, Problem, Practise, Plan ahead – Co-Constructed

1. Snapshot

2. Drop In

3. Formal Observation (20+ minutes)

4. SEN

5. CULTURE

6. Case Sampling

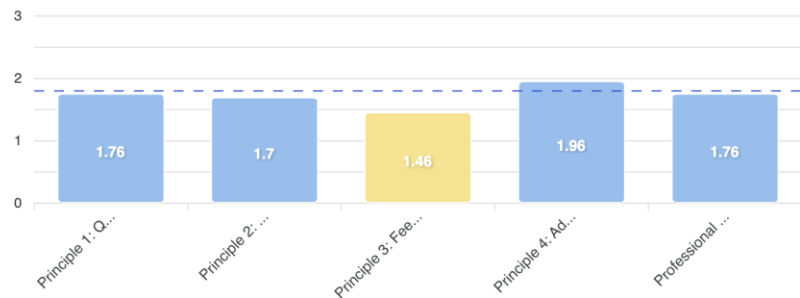
7. Book Look

Using the data

Fortnightly Teaching and Learning Dashboard which includes:

- Responsive focus
- Staff to see
- Staff to celebrate
- Sharing of good practice
- Current Action Steps
- Termly focus for drop-ins
- Responsive CPD, 'Showcases', common agenda questions for LM

Average rating by habit



Cumulative - Since Sept - 55 records

W3 and W4, - 19 records - WB 22 and 29th Sept - 29 records

Key foci for this fortnight:

- Feedback - highlighters - giving feedback to students. Focus for the fortnight is capital letters.
- Reading, writing and oracy
- Y7, Y8, Y12 and Y13 lessons please

Key expectations:

- Anticipation, Planning own lessons. Remove Cognitive load from slides. Classroom Environment, Routines, desks, Book presentation

Average rating by subject

Key insights

The best rated subject is French, Learning Map (LM), which has an average evaluation rating score of 1.85.

The lowest rated subject is Technology, which has an average evaluation rating score of 1.05.

Average rating by year group

Sharing good practice

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Staff to see / follow up

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W1 and W2 WB 2nd and 8th September - 19 records

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Hartdown Academy Teaching and Learning 2024-2025

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Purple Power: Extend Your Ideas!

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Green for Growth!

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Perfect Peach: Fantastic work!

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Hartdown Academy Teaching and Learning 2024-2025

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How the new framework has developed our thinking

- Learning walks have a focus (1. Inclusion, 2. Curriculum, teaching and achievement, 3. Leadership)
- Case Sampling – Group observation addition of Case Sampling
- Reviewing students' work – Training on narrating book looks
- Stronger link between the planned curriculum and the taught curriculum – consistency in curriculum presentation across the school. Linking to our Professional Habits focus.
- Inclusion and Adaptive Teaching
- Strong Foundations – Literacy and numeracy

What's next

- Greater clarity once inspections begin
- Follow up webinar
- Get in touch if you want a collaborative conversation with us

Questions



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