Promoting interactions an relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students.

Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care

Promoting learner motivation through feelings of competence, autonomy and relatedness

Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

High quality resources that support learning

Having a deep and fluent knowledge and flexible understanding of the content you are teaching

Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching

Knowledge of the relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching

Knowledge of common student misconceptions and sticking points in relation to the content you are teaching

Ongoing assessment throughout lessons with teaching and groupings re-shaped if needed

Managing time and resources efficiently in the classroom to maximise productivity and minimise waste (e.g. starts, transitions); giving clear instructions so that students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth

Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied

Preventing, anticipating an responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

Ensuring that lessons have pace and purpose with a high level of pupil engagement

Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners’ needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level. Clarity of learning intentions with meaning and purpose shared

Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples; awareness and teaching of misconceptions

Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., ‘Why?’, ‘Compare’, etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately; pupils creating own questions

Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning; ‘live’ marking

Embedding: giving students varied tasks to meet individual needs that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting

Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise