QTS standards guidance

Q19
Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Rationale
Teachers recognise the range of influences that affect the development, progress and well-being of children and young people. Understanding how children and young people develop and the factors that influence development helps teachers to improve learning and teaching. It is important for teachers to have a full and accurate understanding of the needs of each learner so that they can deploy a range of skills to tailor provision in ways that challenge, promote achievement and secure progress. Those who might be at risk depend on teachers and a range of other colleagues with specific responsibilities to monitor and manage their learning and well-being, and provide them with the support that they need. These include children and young people with special educational needs and/or disabilities, learners from minority ethnic groups including those for whom English is an additional language, those from particular socio-economic backgrounds such as those eligible for free school meals (FMS), those from a particular family background (e.g. single parent families, same sex parents, foster parents), and those children and young people who experience any form of bullying including racist, homophobic bullying, sexual bullying or cyberbullying.

Scope
Trainees need to know how to go about achieving personalised learning for children and young people, taking account of the range of diverse needs through an inclusive approach to professional practice. They should know how information gathered about standards and achievement across the school helps them to identify and plan for the learning needs of diverse groups and individuals, to ensure that they make the best possible progress. They should be aware of the duty on schools to promote community cohesion, and should identify opportunities to contribute to this.

Questions
- Is the trainee able to take account of the range of learners’ needs through an inclusive approach?
- Does the trainee know how to identify the needs of specific groups of learners including, for example, the gifted and talented, those with special educational needs (SEN), those with disabilities, those for whom English is an additional language (EAL), and those from diverse social, cultural, ethnic, religious and linguistic backgrounds?
- Does the trainee know to whom they should refer for support and advice on EAL, SEN, disability and diversity?
- Does the trainee differentiate tasks, activities and resources effectively to support individuals and groups of learners including those with special educational needs, those with disabilities, those for whom English is an additional language, and those from diverse social, cultural, ethnic, religious and linguistic backgrounds?
- How well does the trainee understand the progress made by individual learners in a lesson or sequence of lessons?
- How well does the trainee apply such understanding in identifying personalised targets for future lessons?
- Does the trainee know how to use data, including pupil-level data, to inform planning and teaching and support learning?
- Does the trainee understand the impact of the design and content of the curriculum on meeting learners’ needs, and the extent to which teaching strategies and resources can be modified to provide for personalised learning?
- Does the trainee know how to use the principles and techniques of Assessment for Learning (AfL) in order to achieve personalisation?
- Is the trainee aware of the various roles of colleagues in the wider workforce in contributing to personalising learning?
- Is the trainee able to engage parents and carers in decisions about planning and teaching to meet learners’ needs and interests?

• Does the trainee know the value of listening to children and young people, and taking account of pupil voice?
• Does the trainee identify opportunities to contribute to the promotion of community cohesion?

Cross references
Evidence for this standard may be linked to evidence for assessment against the following standards:
• Q1 - Relationships with children and young people
• Q2 - Relationships with children and young people
• Q3(a) - Frameworks
• Q3(b) - Frameworks
• Q4 - Communicating and working with others
• Q10 - Teaching and learning
• Q13 - Assessment and monitoring
• Q14 - Subjects and curriculum
• Q18 - Achievement and diversity
• Q20 - Achievement and diversity
• Q21(b) - Health and well-being
• Q24 - Planning
• Q25(a) - Teaching
• Q25(b) - Teaching
• Q25(c) - Teaching
• Q25(d) - Teaching
• Q29 - Reviewing teaching and learning

Sources of evidence
Trainees will demonstrate evidence of meeting these standards through most aspects of their professional practice. Their planning and teaching will demonstrate the extent to which they have consulted with and sought guidance from colleagues with specific responsibilities. Planning and teaching will also provide evidence of their understanding of how children and young people develop, the range of influences that might create barriers to learning, and their awareness of the duty to promote community cohesion. Discussion with trainees, along with evidence drawn from lesson planning, teaching, assessments and evaluations, will demonstrate their understanding of strategies for personalising learning, including for children and young people with special educational needs, those with disabilities, and those for whom English is an additional language.

Resources

Teacher Training Resource Bank
The Teacher Training Resource Bank provides teacher trainers and trainees with up-to-date knowledge about effective teacher training, and reflects educational debates.

View the TTRB’s range of resources specifically related to Q18-20 ‘Achievement and diversity’.

Other resources
The National Curriculum website contains the National Curriculum inclusion statement, inclusion statements by subject, and other inclusion materials published by QCDA. It is available at: http://curriculum.qca.org.uk

The citizED website, contains materials relating to effective pedagogy and diversity. The site is at: www.citized.info

The DCSF Standards Site, which includes the Ethnic Minority Achievement and Gender and Achievement sites, provide a range of materials designed to raise aspirations and performance, at:
www.standards.dcsf.gov.uk/ethnicminorities/
www.standards.dcsf.gov.uk/genderandachievement/

The Multiverse website contains relevant and practical resources for teacher trainers and trainees, encompassing race/ethnicity, social class, English as an additional language (EAL), religion, community cohesion, refugees and asylum seekers, travellers and Roma. The site is at: www.multiverse.ac.uk

Ofsted has produced various publications relating to inclusion including:
- Achievement of Black Caribbean Pupils: Three Successful Primary Schools (HMI 447, 2002)
- Boys’ Achievement in Secondary Schools (HMI 1659, 2003)
- Achievement of Bangladeshi Heritage Pupils (HMI513, 2004)
- Could They Do Even Better? (HMI 2439, 2005)

They are available at: www.ofsted.gov.uk


Support and guidance on English as an additional language (EAL) is available at: www.naldic.org.uk/ittseal2/index.cfm

The Every Child Matters website contains downloadable publications and other resources relating to inclusion at: www.everychildmatters.gov.uk

ContinYou provides information and downloadable resources on its website at: www.continyou.org.uk

Various articles and research reports on personalised learning are available on the DCSF Standards Site at: www.standards.dcsf.gov.uk/personalisedlearning/


Information and case study materials on personalisation are available at: www.everychildmatters.gov.uk/ete/personalisedlearning

The TeacherNet website contains information about roles and responsibilities in schools, including references to the special education needs (SEN) coordinator role, and a link to the SEN Code of Practice at: www.teachernet.gov.uk/wholeschool/sen

The national agreement: Raising Standards and Tackling Workload provides information on working practices in remodelled schools, implications for teachers, extended schools, and includes case studies at: www.tda.gov.uk/remodelling

DCSF guidance on anti-bullying can be accessed at: www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying

Guidance on the duty to promote community cohesion can be found on TeacherNet at: www.teachernet.gov.uk/wholeschool/communitycohesion/community_cohesion_guidance

An online resource pack for community cohesion is available at: www.teachernet.gov.uk/wholeschool/communitycohesion/communitycohesionresourcepack

**Case studies**

A case study charting the experiences of trainees on a secondary PGCE programme, including the ways in which the provider tailored provision to support trainees in developing awareness of e-safety issues, is available to download here: E-safety case study (PDF 54 KB)

A case study charting the experiences of trainees on a secondary PGCE programme, including the ways in which the provider tailored provision to increase the trainees’ awareness of how to deal with homophobic bullying, is available to download here: Equality and diversity: homophobic bullying (PDF 53 KB)