

This summary is part of a suite of scenario-based training resources designed to support reflection and group discussion related to aspects of inclusive teaching.



This summary is linked to the "Nina and Jay" scenario.

Three ideas from evidence

1 Explain why you're checking for understanding

Our guidance on [teacher feedback](#) highlights that effective feedback starts with teachers gathering good evidence about pupil understanding. When pupils understand the purpose of checking, they may be more willing to share what they know and misunderstand.

1

What this can look like:

- Explain that checking helps shape teaching.
- Make clear that uncertainty is useful information.
- Frame checks as support, not judgement.

2 Normalise and embrace mistakes

Feedback is more likely to support learning when pupils feel safe to participate, make mistakes, and respond to challenge. Mistakes provide useful information about what pupils understand and what needs revisiting.

2

What this can look like:

- Treat mistakes as part of learning.
- Respond calmly and constructively.
- Use misconceptions to guide next steps.

3 Reduce the social pressure, not the level of challenge.

Pupil confidence and trust can affect how well feedback works. Reducing the fear of getting things wrong can help more pupils participate without lowering expectations or cognitive challenge.

3

What this can look like:

- Make participation feel safe.
- Keep expectations high for everyone.
- Encourage all pupils to think hard and contribute.

Evidence Base

These ideas draw on:

- [Teacher Feedback to Improve Pupil Learning Guidance Report](#)



Resources

- [Teacher feedback to improve pupil learning: Check. Adapt.](#)



Blogs

- [Adaptive teaching in practice](#)
- [How checking for understanding can guide your teaching in the moment](#)
- [Checking for understanding that leads to action](#)

