

Adaptive Teaching Handbook

How will you ensure that all pupils are achieving a broad and balanced curriculum? How are pupils with SEND successfully included?

“A positive and supportive environment for all pupils means placing SEND policy and practice at the heart of school priorities.”

What is adaptive teaching?

Adaptive teaching is intuitive teaching. It is about knowing the individual and adapting teaching and learning so that they can achieve.

It is not differentiation, which is about creating distinct tasks for different children which leads to lower expectations and widening the gap between learners.

Adaptive teaching is about being responsive to pupil's learning and adjusting teaching to match the pupil need within the lesson. This requires zooming in on the pupils who find the learning the most challenging – a shift in pedagogical thinking from an approach that works for most learners existing alongside something additional or different for those who experience difficulties, towards one that involves providing rich learning opportunities that are sufficiently made available for everyone so that all learners are able to participate in classroom life. Adaptive teaching focuses on the whole class in real-time. It entails providing targeted support for pupils who are struggling and making in the moment adaptations.

Strategies for effective support of all pupils:

Create a positive and supportive environment for all pupils without exception

Know your children. Consider individual needs. Promote positive relationships. Be proactive in recognising their differences and potential barriers. Promote positive behaviour for learning – don't assume pupils will automatically understand. Teach them explicitly and support their understanding with use of visuals and concrete objects. Promote positive well being. Through your planning and formative assessment process, consider how you will include and promote the independence and participation of all pupils. Plan to be explicit in your modelling. This isn't always intuitive and is something that often becomes more natural through experience. How you explain and model how to do something is really important to enable children to learn new things.

Resources should be easily accessible, so that children are not having to ask. The practice of 'having to ask' is a huge barrier to children with additional needs. Be pre-emptive...

Ensure all staff know how to use the resources.

Plan for time to show children how to use the resources. This is invaluable and will ensure improved automaticity, independence and fluency.

Organise resources and ensure that these are familiar and consistent (this reduces cognitive load, as children become more automatic in use) e.g. phonics mats, maths manipulatives.

Flexible grouping

Low attaining pupils should NOT be segregated from their peers. Allocate pupils to groups flexibly based on the individual needs that they currently share with other pupils.

Cognitive and metacognitive strategies

Teachers should explicitly teach cognitive and metacognitive strategies to all pupils. Skills like memorisation techniques or problem solving. Teach ways in which pupils monitor and purposefully direct their thinking and learning such as checking whether their approach to solving a maths problem worked.

Explicit instruction

Teacher demonstration followed by guided practice and independent practice and frequent checks for understanding – Rosenshine's Principles of Instruction.

Using technology to support pupils

Technology can be a useful tool for supporting teaching including showing model examples eg class visualiser.

Scaffolding

Is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal or written. The teacher will gradually remove the support/scaffold as the pupil becomes able to complete the task independently.

Before teaching anticipate barriers to learning:

Different levels of prior knowledge

Understanding vocabulary

A particular skill eg writing

Decoding written text (what level are your pupils reading at)

Working memory issues

Over reliance on additional adult support.

Lack of confidence and self-belief

The curriculum is simplified to the point of becoming meaningless

Lack of engagement in learning

Classroom overwhelming presenting with behaviours serving the function of escaping the classroom environment or requiring high levels of adult attention to co-regulate.

Adaptive teaching/plan to address barriers:

Small step planning – reduces cognitive load, allows working memory to be ‘chunked’.
 Plan for error – misconceptions.
 Include stem sentences.
 Read a text in advance.
 Supply background knowledge
 Use pictures/video to contextualise upcoming information
 Identify and teach key vocabulary
 Provide opportunities for children to plan, monitor and evaluate their own learning
 Consider and plan how to scaffold – writing frame, worked example, video clip
 Consider use of manipulatives
 Introduce a concept via discussion
 Teach necessary learning behaviour
 Improve accessibility (eg clarity of resources, proximity to speaker, visibility of whiteboard, reader pens etc)
 Prepare a model to share with using the visualiser/IWB.
 Plan targeted support from a TA and communicate what you want them to do during the lesson.

Examples of in the moment adaptations:

Modelling (be explicit about the thought process), guided practice, independent practice;
 Using visualiser to share and edit children's work;
 Simplify or repeat instructions (use a video for child to watch over and over);
 AfL strategies;
 Questioning;
 Manipulatives;
 Representations;
 Adjust the level of challenge;
 Change your language;
 Clarify a task or provide steps;
 Clarify what ‘good’ looks like;
 Highlight essential content;
 Re-explain a concept or explain it in a different way;
 Give additional examples;
 Use peer tutoring.
 Elicit via questions’
 Allocate temporary groups
 Provide an additional scaffold
 Use assessment as a teaching method
 Set an intermediate goal
 Provide a prompt
 Structure a group attempt before an individual attempt

Use Metacognition (thinking and your thinking):

Model your thinking aloud. Be explicit constantly e.g. when teaching a child to blend and segment you would explain your thinking as you go: *in handwriting an ‘a’, I start at the bottom, lead in, up to the top, then curve round to form a c, then up, down and a flick.*