

Today's INSET Day programme – 13 01 25



8.30am Refreshments

9.00am Trauma informed training part 2 with Alex

10.30 – 10.45am Break

10.45 - 11.15am Reflection activity with Helise

Support staff follow individual schedule from 11.15 – 3.30pm

Teaching staff

11.15 – 11.30am Break

11.30 – 12.00pm Effective use of Teaching Assistants with Liz

12.00 – 12.20pm EAL with Nereida

12.20 – 1.00pm Lunch for all served in the Main Hall

1.00 – 2.20pm Adaptive teaching workshop facilitated by Rebecca, Eleni, Danielle and Melany in Classrooms

2.20 – 2.35pm Break

2.35 – 3.30pm Pupil work/book review in Departments – led by Heads of Department



Adaptive Teaching

INSET Day

Monday 13th January
2025

Adaptive teaching



Definition:

An approach in education that ensures all pupils, including those with varied abilities, needs, and backgrounds, can access the curriculum and make progress.

Adaptive teaching involves adjusting teaching methods, resources, and support based on the specific needs of individual pupils, ensuring that all learners, regardless of their starting point, abilities or any barriers are appropriately challenged and supported.

Teacher Standard 5: Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Some key elements of adaptive teaching include:



- **Responsive planning:** Teachers continuously assess how pupils are learning and use this information to adjust their teaching strategies.
- **Differentiation:** Teaching is tailored to meet the varying needs and abilities of pupils, ensuring that everyone has an opportunity to succeed.
- **Inclusive practices:** Teachers make adjustments for pupils with special educational needs (SEN), disabilities, or other barriers, ensuring that learning is accessible to all.
- For example, **scaffolding to** provide appropriate support to help pupils gradually develop the skills they need to work independently.
- **Challenge:** Ensuring that pupils who are ahead receive the right level of challenge to continue progressing AND to keep a culture of challenge within the classroom.

The overall aim of adaptive teaching is to improve pupil outcomes by ensuring that learning is personalised and effective for every individual in the classroom.

Key terms and meanings



Task: Match these 3 key words and meanings: adaptive teaching, micro adaptations, macro adaptations.

Macro adaptations

Teachers make large scale adjustments in their curriculum and classroom teaching, for example following an assessment or for particular cohorts of pupils e.g. HAPs or EAL (whole scale changes).

Micro adaptations

Decisions made on a moment-by-moment basis, tweaks, changes made in the classroom which enable pupils to achieve within an ambitious curriculum.

Adaptive teaching

Teachers adapt or adjust their teaching to make it appropriate for all pupils in their classroom. To allow all pupils to access new learning.



TRAINING



GOAL



IDEA



SKILLS

WORKSHOP



TEAM



PRACTICE



RESULTS



TREND

THINK, PAIR, SHARE



Do Now...



What challenges do you face when trying to meet the diverse needs of our learners?

10 minutes.

Workshop objectives:



Part 1: Adaptive teaching strategies

- To explore and discuss a range of adaptive teaching strategies.
- To adapt a lesson.

Part 2: Teaching literacy: Strategic reading

- To refresh and apply using our effective reading strategies at Wanstead

Adaptive teaching strategies



20 minutes

There are a range of adaptive teaching strategies that we can use, provided we've planned these into our delivery and/or they are firmly part of our teaching practice (habits).

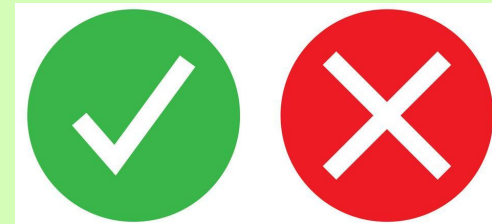
Activity

- Pair up with a colleague (3 max in a group).
- Use the adaptive teaching strategies resource (A3 handout).
- Random number generator to generate a number.
 - With each number, identify the strategy.
 - As a group, do we recognise this strategy?
 - How can this strategy support adaptive teaching?
 - **Tick** if you use it, **Cross** if you do not currently use it.
 - Do you use this in your current practice, if so discuss where? How impactful is this strategy in supporting learning?
 - *OR discuss how this strategy could be used to support learners?*



15

Visual support and graphic organisers



1

Accessibility – font size/colour, power point is decluttered, chrome books

2

Translations

3

Differentiation - reading materials, video clips, more / less scaffolding of the task, easier start point, trickier start point

4

Print/copy resources such as vocab mats, scaffolding mats, fraction grids, the lesson power point.

5

Assessment for learning

6

Clear Learning Objectives, Success Criteria (Goals). Same LO for all, but you might get their via a different route or at a different level.

7

Checklist/Tick list with success criteria to tick off as they progress through a task.
Knowledge Checklists.

8

Regular checking and assessing understanding with quizzes, MWBs

9

Provide exemplars, Examples and non-examples.
WAGOLLS.

10

Pupil progress graphs, charts and tables (pupil progress trackers).

11

Marking and feedback – your feedback could set a Task for additional practice. Feedback first. Mark book first. Live feedback first – decide your route

12

Explicit instruction

13

Alternative explanations/re-explain

14

Modeling and Thinking Aloud

15

Visual support and graphic organisers

16

Analogies

17

Questioning

18

Planned questioning that is inclusive. Be able to rephrase the question if needed.

19

Provide pupils with a MWB if they need to record their answers to remember them.

20

Sometimes let the compulsive caller out answer first otherwise their idea will be gone forever.

21

Don't give away the correct answer, ask a couple of pupils their opinion, write up their ideas then class vote.

22

Telling pupil A you will ask them for an answer in 2 minutes

23

Keep to no hands up / Cold Call

24

Regular checking and assessing understanding with quizzes, MWBs

25

Pose, Pause, Pounce and Bounce.

26

Provide multiple choice answers.

27

Pair-Share / Turn and Talk.

28

Cognitive and metacognitive strategies

29

Develop autonomy through plenty of independent practice.

30

Managing the cognitive load/Being aware of the cognitive load

31

Think-Pair-Share

32

Retrieval practice

33

Flipped learning so pupils arrive with knowledge.

34

Correct use of flashcards

35

Mind maps for pre-teaching, prior knowledge and adding new knowledge.

Adaptive teaching strategies explanations and examples.



36

Scaffolding

37

Peer teaching

38

Think-Pair-Share

39

Pair-Share / Turn and Talk

Resources such as vocab mats, scaffolding mats, fraction grids, the actual power point

40

41

Sentence starters, connectives or writing frames

42

Highlight and bold words

Highlight text for extra scaffolding e.g. yellow for key vocabulary, red for proper nouns, pink for evidence etc.

43

44

Flexible groupings – see EEF

Assign group roles of scribe, spokesperson, magpie, ideas person when undertaking group work

45

46

Assign mixed ability or random talk partners.

47

Small group/partner work on big paper with felt tips before feeding back.

48

48

Use learning partners as part of your seating plan.

49

Change talk partners regularly (very positive impact on engagement of quiet children).

50

Technology

51

Visualisers

52

Chromebooks

[Adaptive teaching strategies explanations and examples.](#)



Adapting a lesson plan



- Our Department Medium-Term Plans must be your anchor.
- It is from the MTPs that you will be able to adapt the learning whilst sticking to the same LO for all, but planning for alternative routes and levels of difficulty.

20 minutes

Activity: Adapting a Lesson Plan

- You will need your MTP for this.
- For a particular class or across your classes, using a spring term medium term plan.
- Identify what adaptive teaching strategies you would consider applying in your teaching this half term.
- What resources might you need?
- If applicable, how would you work with your Teaching Assistant?
- You can work in pairs or a 3 to adapt the lesson for diverse learners (think SEND, EAL and high attainers).
- Share your adaptations and discuss the rationale behind their choices.

Adapting a lesson plan



- For a class or across your classes, using a spring term medium term plan.

1. Identify barriers to learning	2. Adaptations to consider	3. Resources needed	4. How best to work with my TA

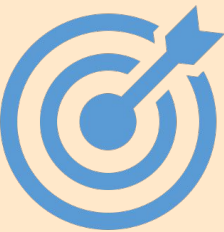
Takeaway



3 – strategies that you will explore further.



2 - strategies you will use immediately as part of your teacher toolkit.



1 - strategy you've set yourself as a development goal.



Literacy at Wanstead

13th January 2025

Aims of the session:

- To refresh and apply using our effective reading strategies at Wanstead



Why is teaching of literacy – especially reading - so important?



In the introduction to the EEF's guidance report on 'Improving literacy in secondary schools' (2021b, p. 2), Sir Kevan Collins makes clear the compelling case for urgent work on literacy:

*Young people who leave school **without** good literacy skills are **held back at every stage of life**. Their outcomes are **poorer** on almost every measure, from **health and wellbeing, to employment and finance**. The most recent estimates suggest that **low levels of literacy cost the UK economy at least £20 billion a year**.*

Teaching standard 3: Demonstrate good subject and curriculum knowledge

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

https://my.chartered.college/impact_article/implementing-high-quality-teaching-of-disciplinary-vocabulary-2/

What are the 6 strands of being a strategic reader at Wanstead?

Turn and talk in pairs / rows:

- How many can you remember?
- Which ones do you use in your teaching most commonly?
- How often do you refer to Strategic Readers Poster?





Strategic Readers

"Comprehension is the ultimate goal of reading."

1

Read to fluency, imitating the modelled reading of their teachers who: read to punctuation, with expression, at an appropriate pace and self-correct as needed.



2

Re-read parts of a text to ensure they understand.



3

Consider their own prior knowledge of a topic before they read a text.



4

Question what they read before, during and after to clarify their understanding.



5

Know how to skim and scan to retrieve key information.



6

Navigate a non-fiction text knowing the purpose of conventions e.g. italics



The **purpose of reading** is to **comprehend**.
Reading fluently shows that we understand what we read.

Strategic Reading

- Every classroom should have this poster in the room, to refer to when reading.

Effective reading strategies:



- **Reading age data should inform your seating plans** – seat the pupils with lower chronological reading ages towards the front or end of an aisle for ease of access to you when you are circulating to check on learning. Or seat these pupils near to pupils with higher chronological reading ages for a peer scaffold also.
- In mixed ability groups, any reading should be **first modelled aloud to the 4 fluency strands** by the teacher as the EXPERT reader.
- **Strategic Questioning** on the content of reading to ascertain whether it has been understood. **Pre, during and post reading questioning.**
- A **‘goal question’** which provides struggling readers with a **focus** can be provided **before** modelled reading aloud for pupils.
- **Only** in ‘top sets’ (or KS5) where pupils are all at or above their chronological reading age, there is potential for **silent independent reading**.

In the Autumn 2 LEARN drop-in sessions, how many of the 27 drop-ins demonstrated effective reading strategies?

- A) 27 of the 27 lessons
- B) 13 of the 27 lessons
- C) 10 of the 27 lessons
- D) 3 of the 27 lessons

Correct answer: B = 13 of 27 = 48%.



Turn and talk in pairs / rows:

What can we do to improve this so every lesson has effective reading strategies demonstrated?



A Reading Comprehension Strategy 321

Passage is read aloud (by the teacher or expert pupils), then pupils are given time to share:

- 3 key points from the passage
- 2 key vocabulary items to know, use and remember
- 1 big idea

This strategy supports pupils in learning how to **summarise**, **retrieve**, **skim** and **scan**. It also prioritises **re-reading** and **vocabulary**.



Effective reading strategies 1: 3,2,1:

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

I have a dream that one day down in Alabama with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right down in Alabama little Black boys and Black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today.”

Extract from ‘I have a Dream’ by Dr. Martin Luther King Jr. at the March on Washington, August 1963.



Effective reading strategies:

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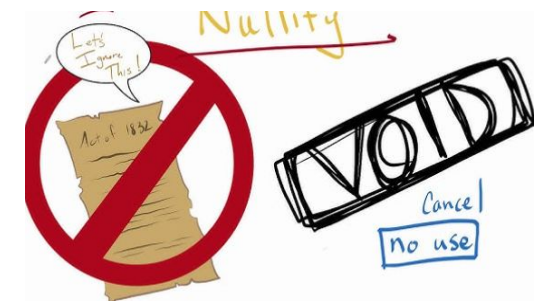
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Turn and Talk: How might children with a lower chronological reading age, e.g. Tier 2, struggle to access this text? What effective reading strategies could we use to help this be more accessible to them?

Effective reading strategies:

“I have a dream that my four little children will one day live in a nation where they will not be **judged** by the color of their skin but by the content of their **character**. I have a dream today.

I have a dream that one day down in Alabama with its vicious racists, with its governor having his lips dripping with the words of **interposition** (intervention / help) and **nullification** (override / cancel), one day right down in Alabama little Black boys and Black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today.”



Turn and Talk: How will this help pupils to show better comprehension of the reading?

Our aim should be for **Wanstead High** pupils to be **STRATEGIC** readers



Before reading...	During reading...	After reading...
Set questions to consider while reading the text.	Monitor understanding. Make connections within and beyond the text.	Clarify the understanding of the text.
Activate prior knowledge; think about the context.	Make mental models of the text.	Revisit predictions and how they might have changed.
Use this information to make predictions BEFORE starting to read.	Monitor and update the predictions with new ones.	Reflect on reading and ask further questions.

Turn and Talk: Go back to the text on 'I have a dream.' How might you set up the reading using this strategy? Think about how this might differ for LAP / MAP / HAP pupils.

Using the effective reading strategies:



- Like all adaptations for learners in lessons, your department MTPs **must** be the start point for reading in lessons.
- **You will need your MTP for this.**
- Apply these effective reading strategies to a lesson you are planning to teach this half term.
- Work in pairs or a 3 to adapt the lesson for **Tier 1,2,3** readers in your class.
- Share your adaptations and discuss the rationale behind their choices.