

**Teaching and  
Learning INSET  
25<sup>th</sup> November 2022**

**Adaptive  
Teaching**





# Adaptive Teaching

25<sup>th</sup> November  
2022



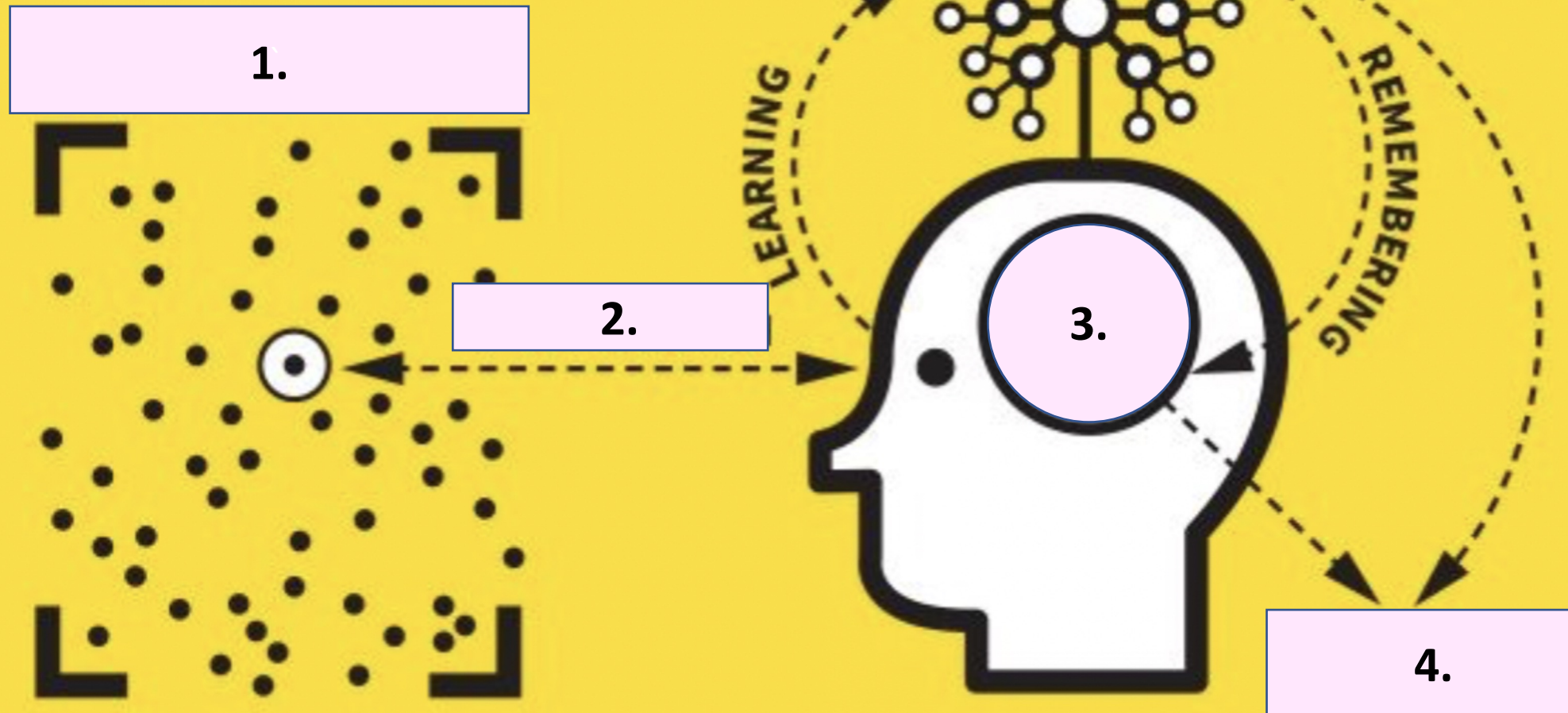
## DO NOW:

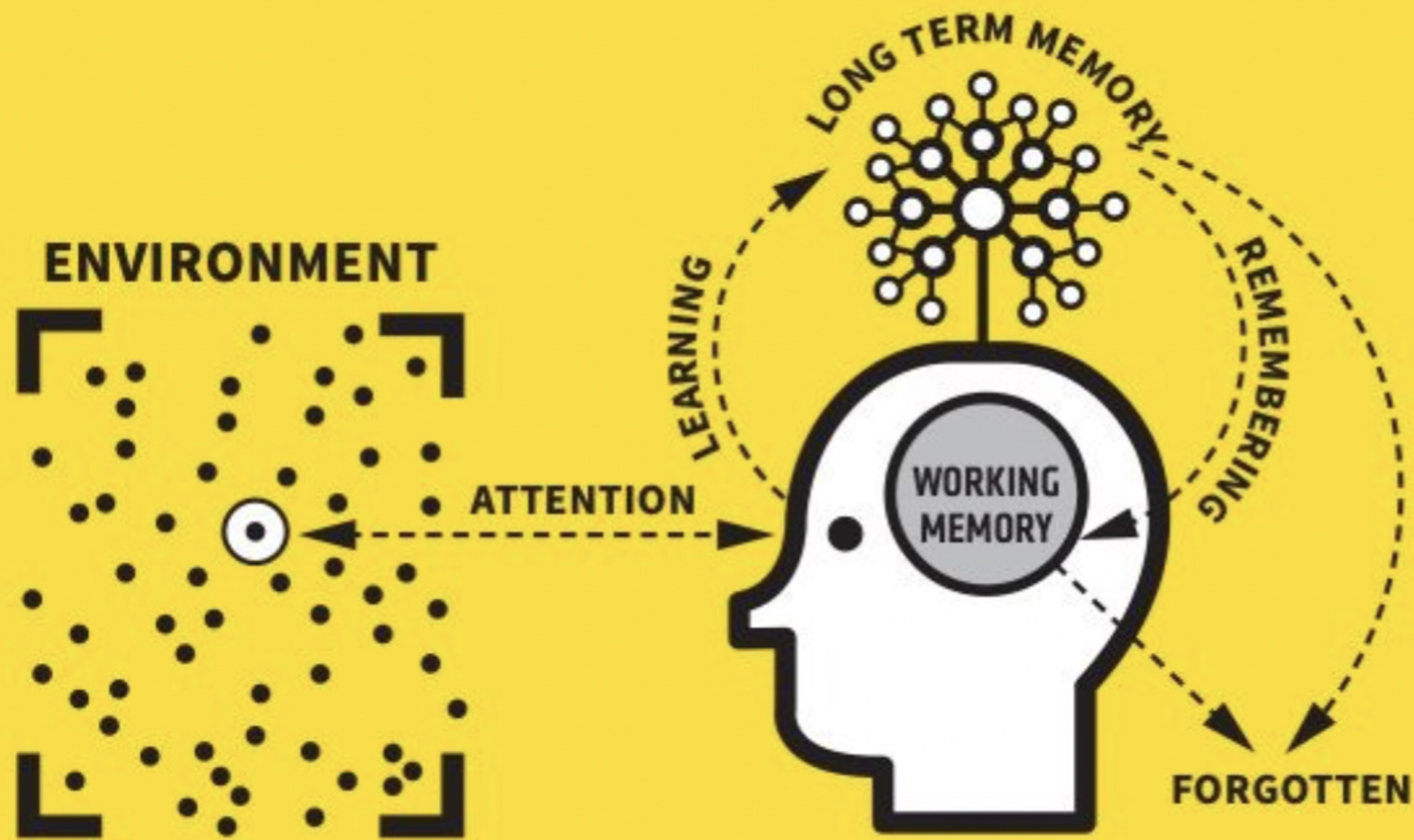
1. **Review** the diagram of a **Learning Model** – a model that simplifies how we learn.
2. Use the **keywords** opposite to complete the model.
3. **Annotate** further by adding additional points on how learning happens and what might the barriers be?
4. Share and **discuss** your work with your partner.
5. **How can we remove those barriers and impact positively on learning?**

## Key words

- Attention
- Forgotten
- Work memory
- Environment

Be ready to share your ideas!





# Session aims:

- What is Adaptive Teaching?
- Why Adaptive Teaching?
- Adaptive Teaching Strategies
- A Framework for Teaching and Learning
- Wanstead High Habits: Pedagogy
- Adaptive Teaching Workshops



# Philosophy and ethos for Teaching and Learning



## Leadership

Wanstead teachers are leaders in and beyond their classrooms. They lead the curriculum and the learning journey for their pupils.

## Enrichment

Wanstead teachers provide their pupils with opportunities that enrich the curriculum and go beyond the classroom.

## Autonomy

Wanstead teachers are trusted professionals who have control over their approach to teaching. They are free to use the methods that they know work best with particular pupils or classes.

## Research

Wanstead teachers are learners who aim to use research and evidence to improve the curriculum and their practice. Our CPD offer is research informed. Teachers seek to innovate and develop their own professional learning.

## No Learner Left Behind

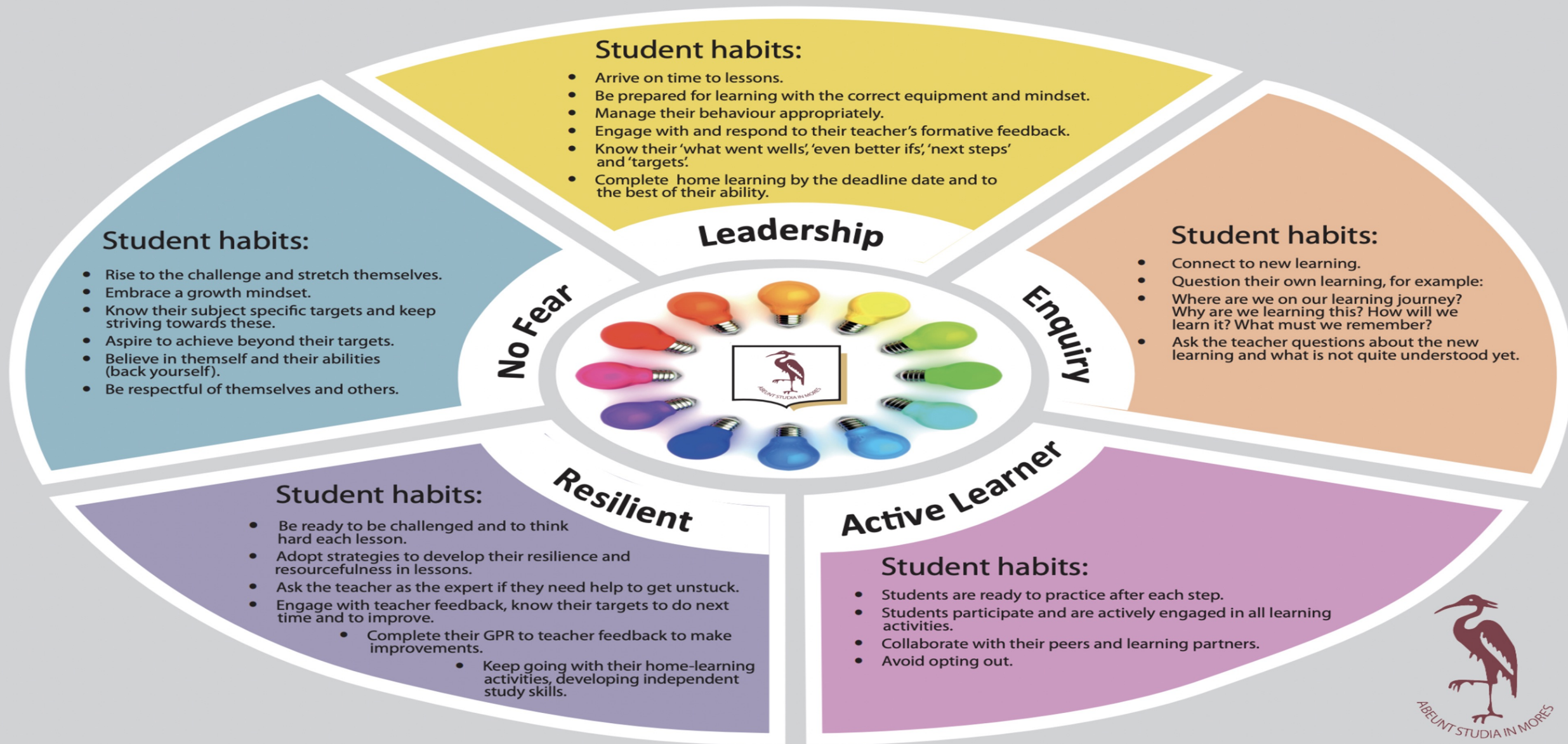
Wanstead teachers practice quality first teaching emphasising high quality, adaptive and responsive teaching for all pupils taught. The curriculum and teaching is personalised to meet the needs of all pupils.

**LEARN** helps to shape the school's **philosophy for teaching and learning** as well as our **Framework**.

The **Teaching and Learning Framework** provides the best possible platform, as autonomous practitioners, from which to deliver memorable and stretching lessons, challenging pupils to think hard and to grow as independent learners. We believe these values will really make a difference to our pupils' outcomes, future opportunities and enthusiasm for life-long learning.

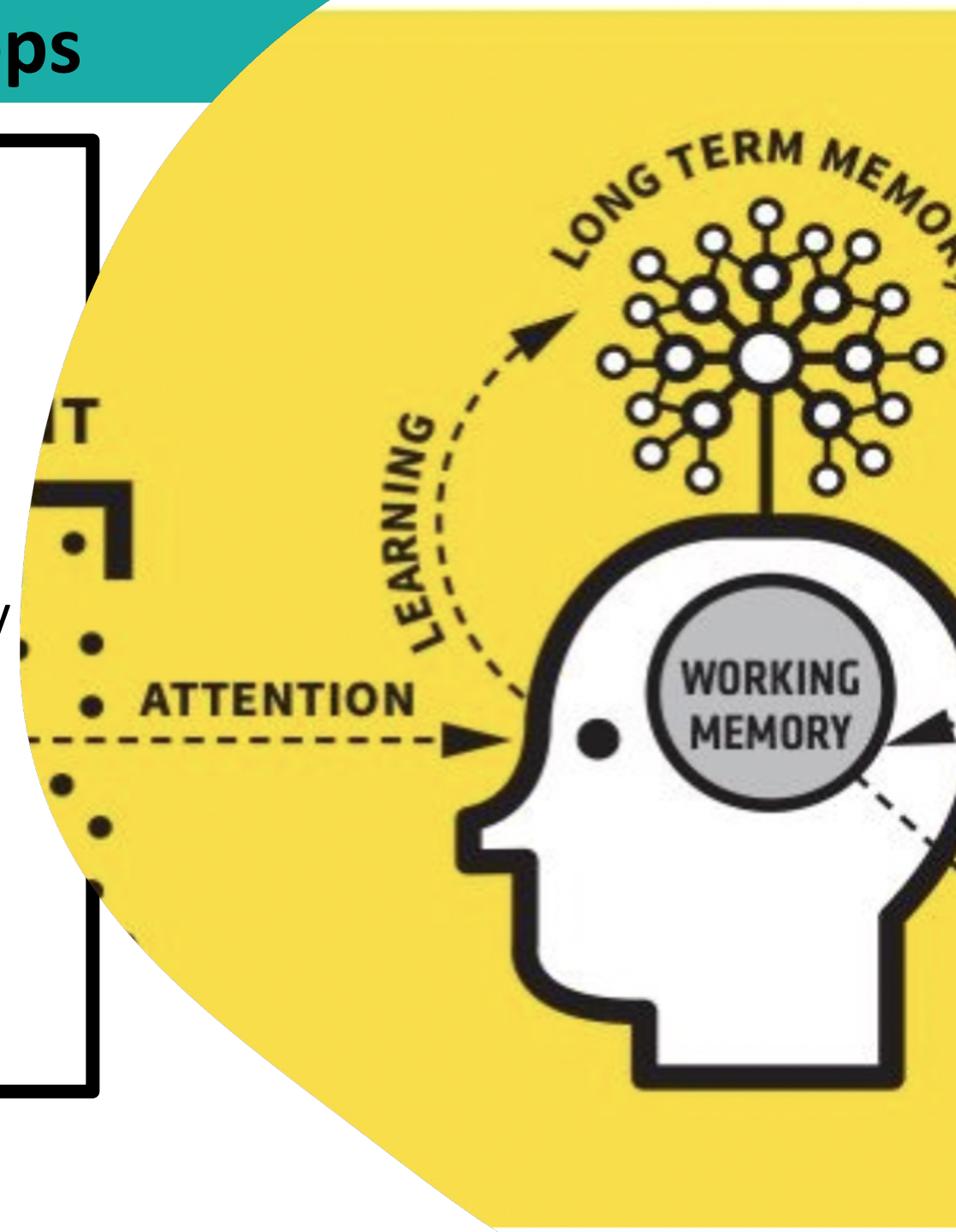
# Wanstead High Habits: Pedagogy

## Wanstead High Habits: Pedagogy Poster



# Adaptive Teaching Workshops

- Curriculum design and assessment
- Inclusive strategies for progress
  - Supporting SEMH pupils
- Reciprocal reading and disciplinary literacy
- Explicit instruction and modelling
- Disadvantaged pupils – closing the gap
- Data, flexible grouping and e-learning



# What is Adaptive Teaching? (1)



According to **Standard 5 of the *Teachers' Standards* (DfE, 2011)** **adaptive teaching** is when teachers “adapt teaching to respond to the strengths and needs of all pupils”.

Specifically, **adaptive teaching** requires teachers to:

- 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.

# What is Adaptive Teaching? (2)



- 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 **SEND**, those of **high ability**, those with **English as an additional language** – and be able to use and evaluate distinctive teaching approaches to engage and support them.

# Initial Teacher Training (ITT)

## New Early Career Framework (ECF - DfE)

### Standard 5 – Addressing

- Develop an understanding of different pupil needs.
- Provide opportunities for all pupils to experience success.
- Meet individual needs without creating unnecessary workload.
- Group pupils effectively.

#### Adapt teaching)

Understanding of different pupil needs, by:  
need new content further

assessment  
Special Educational Needs Co-  
ordination professionals  
lead  
which provides  
pupils with SEND

experience

high  
have the

that pupils

assistants.

creating unnecessary

resources (e.g.

new content with pupils'  
or providing additional pre-  
pupils lack critical knowledge  
in additional practice or removing  
unnecessary expositions

- reframing questions to provide greater scaffolding or greater stretch
- considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.

#### Group pupils effectively, by:

- applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum
- changing groups regularly, avoiding the perception that groups are fixed
- ensuring that any groups based on attainment are subject specific.



and  
barriers and removing effective strategies is  
essential.

# According to the ECT Framework

What key points would you place under each heading?



**1. Subject knowledge enables teachers to:**

*E.g. Adapt and respond provide support and challenge.*

*E.g. Deliver with high quality explicit instruction*

**2. Know your pupils with regards to?**

*E.g. Their context.*

**3. What else is central to adaptive teaching?**

**4. What to avoid in planning for adaptive teaching:**

# According to the ECT Framework

## What key points would you place under each heading?



### 1. Subject knowledge enables teachers to:

- Adapt and respond provide support and challenge
- Use formative assessment effectively
- Deliver with high quality explicit instruction
- Model, small steps (chunk), think aloud.
- Question to check understanding (use formative assessment)
- Know when to slow-down / speed up / re-phrase
- Explain in multiple ways / many examples
- Frame and re-frame questions to scaffold or challenge
- Scaffold
- Provide guided and independent practice opportunities

### 2. Know your pupils with regards to?

- Their **context**
- Specific learning needs and **barriers**
- Prior learning and knowledge **gaps**
- **Flexible** grouping/seating plans

### 3. What else is central to adaptive teaching?

- Working with the SENDCO and Teaching Assistants
- Using the SEND Code of Practice
- Working with the HoY/DSL/Pastoral team
- Maintaining high expectations for all students
- An ambitious curriculum for all

### 4. What to avoid in planning for adaptive teaching:

- All, most, some
- The idea of learning styles – misconception.

# What is Adaptive Teaching? T or F



1. Focuses on the whole class.



2. Causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.



3. Teaching the same lesson to all 30 pupils and doing so by “teaching to the top” while providing scaffolds to those who need additional initial support in order to access the same ambitious curriculum and meet our high expectations.



4. Creating a multitude of different resources.



5. Reducing the curriculum on offer for pupils with specific learning needs and barriers.



# What is Adaptive Teaching? T or F



6. Focuses on individual pupils or small groups of pupils, whilst maintaining high expectations for all.



7. Additional support offered in the guise of scaffolding should be reduced over time so that all pupils can become increasingly independent.



8. Promotes high achievement for all.



9. Perpetuates attainment gaps by capping opportunities and aspirations.



# What is Adaptive Teaching?



**Focuses on the whole class.**

**Teaching the same lesson to all 30 pupils and doing so by “teaching to the top” while providing scaffolds to those who need additional initial support in order to access the same ambitious curriculum and meet our high expectations.**

**Focuses on individual pupils or small groups of pupils, whilst maintaining high expectations for all.**

**Additional support offered in the guise of scaffolding should be reduced over time so that all students can become increasingly independent.**

**Promotes high achievement for all.**



**Causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.**

**Focuses on individual pupils or small groups of pupils.**

**Create a multitude of different resources.**

**Providing different tasks and resources to different pupils.**

**Reducing the curriculum on offer for pupils with specific learning needs and barriers.**

**Perpetuates attainment gaps by capping opportunities and aspirations.**



# Why Adaptive Teaching?



According to the 2015 PISA results, “adaptive instruction” is one of the approaches most positively correlated with student performance. In fact, it is second only to ensuring students are from wealthy backgrounds!



Access  
Engagement  
Enjoyment  
All

## School Improvement Plan 2022-2024

- Priority 2: Curriculum and assessment
- Priority 3: Independent learning and challenge
- Priority 4: Disadvantaged pupils

Metacognition  
Ambition  
Challenge  
All

Closing the  
gaps

If we dumb down or reduce the curriculum for some students, we only serve to double their existing disadvantages, rather than help them overcome those challenges to achieve in line with their peers.

## EEF Five-A-Day Approach

## SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1

### Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
  - promote positive relationships, active engagement, and wellbeing for all pupils;
  - ensure all pupils can access the best possible teaching; and
  - adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

### Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
  - Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
  - Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

### Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider, emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
  - flexible grouping;
  - cognitive and metacognitive strategies;
  - explicit instruction;
  - using technology to support pupils with SEND; and
  - scaffolding.

4

### Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

### Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

# Adaptive teaching strategies

The Education Endowment Foundation (EEF) suggests **Five evidence-based strategies** to support high-quality teaching to support all pupils, including those with SEND:

1. Scaffolding
1. Explicit instruction
1. Cognitive and metacognitive strategies
1. Flexible grouping
1. Technology use



## The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

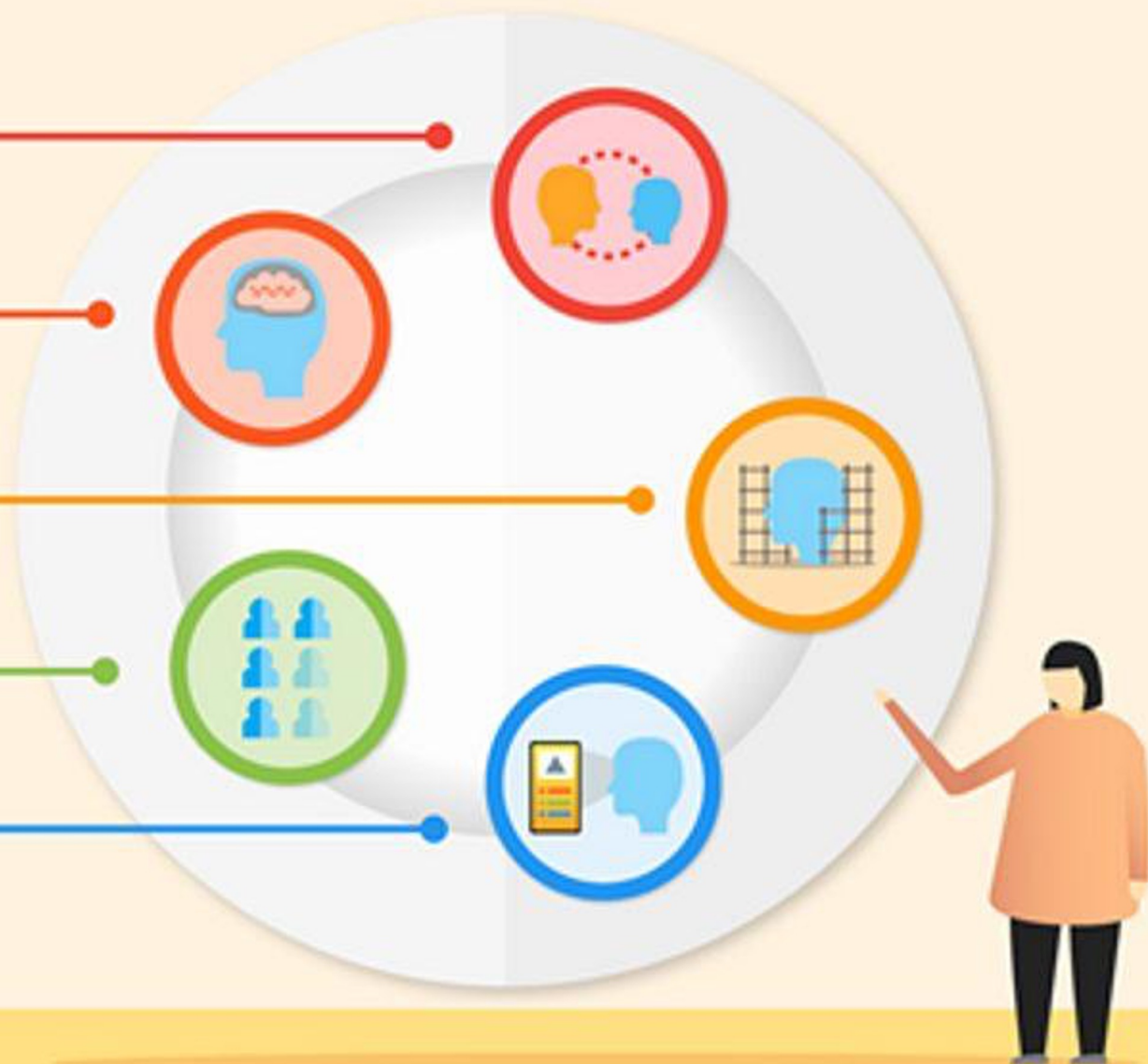
**1** Explicit instruction

**2** Cognitive and metacognitive strategies

**3** Scaffolding

**4** Flexible grouping

**5** Using technology





# High quality teaching: The 'five-a-day' principle

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# 1 Explicit instruction

*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.*

# 2 Cognitive and metacognitive strategies

*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.*

# 3 Scaffolding

*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*

# 4 Flexible grouping

*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*

# 5 Using technology

*Technology can be used by a teacher to model work or to be used by a student to help them to learn, to practice or to support their learning. For instance, you might use a class set of tablets to show students' work or to jointly rework an incorrect answer.*



# Five-a-day - summary

# A focus on scaffolding

- Scaffolding instruction is a fundamental skill in teaching and can help **all** pupils to succeed and achieve, not just those with **special educational needs**.
- ‘Scaffolding’ is a metaphor for **temporary support** that is removed when it is no longer required.



# A focus on scaffolding

Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently.

Scaffolding requires effective assessment to gain a precise understanding of the pupil's current capabilities.



# Scaffolding strategies



## 1. Show and tell

- Always show pupils the outcome or product before they do it – WAGOLL
- Visualiser – Antony
- Think alouds – the thought process

## Model - WAGOLL



## Visualisers Graphic pads



## Think - aloud

*Air ascends at the equator  
**because**  
Air ascends at the equator **but**  
Air ascends at the equator **so***



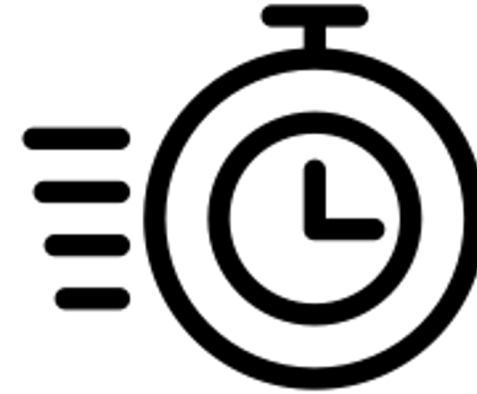
# Scaffolding strategies



## 2. Tap into Prior Knowledge – very simple

Ask students to share their own experiences, hunches, and ideas about the content or concept of study and have them relate and connect it to their own lives. Sometimes you may have to offer hints and suggestions, leading them to the connections a bit, but once they get there, they will grasp the content as their own.

**What do you know  
and understand  
about...**



## Scaffolding strategies

### 3. Make time for talking (structured discussions)

- All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with the community of learners who are engaged in the same experience and journey.

- Regularly weave in think-pair-share, turn-and-talk, triad teams, or some other structured talking time throughout the lesson.

Word	Definition
Drama	A written work that tells a story through action and speech and is acted out.
Performance	An act of presenting a play, concert, or other form of entertainment..
Rehearsal	A practice or trial performance, especially a public
Creation	
Stage	A raised platform in a theatre, on which actors, dancers, or speakers perform.
Structure	The structure is how the play is laid out. It usually has a beginning, a middle and an end.
Form	The type of drama being performed.
Conventions	Typical assumptions or thoughts linked to theatre and drama.
Characterisation	Portraying someone or something through the use of acting and other physical effects.
Acting Skills	Using the actor's/actress' body in drama using a range of techniques learned.
Elements of Drama	The 5 sections of drama which will help you develop
Frozen Image	A piece of drama represented in one frozen 'picture'

# VOCABULARY LIST

# Scaffolding strategies



## 4. Pre-teach disciplinary language (vocabulary)

**Weather Vocabulary Word Mat**

daily conditions of wind, temperature, clouds, humidity, and precipitation	climate	evaporation
condensation	precipitation	troposphere
low pressure	high pressure	air pressure
Gulf Stream	water cycle	the amount of water vapor (particles) in the air
jet stream	La Nina	

Surrounding sticky notes include definitions such as: "the layer of the atmosphere where most clouds form and where most weather occurs", "large scale warming of the surface layers in the Pacific Ocean and weakening of the trade winds", "rain, sleet, snow, hail, or mixed forms of water that fall from the sky", "this climate region gets the most direct sunlight, is the warmest, and gets the most rainfall", "a pressure area that usually has FAIR weather", and "water vapor cools and turns into water droplets in this part of the water cycle".

TARHEELSTATE Teacher

## Definition

Planets are large natural objects that travel (or orbit) around stars.

From the Greek 'planētes', meaning 'wanderers'.

## Characteristics

Revolves in an orbit around a star, such as the Sun.

Typically more than 1000km across.

Typically squeezed by its own gravity into a spherical shape.

Typically big enough that its gravity cleared away any other objects of a similar size near its orbit around the Sun.

# Planet

## Examples

Jupiter—Discovered by Galileo Galilei in 1610. It is fifth in line from the sun and the largest planet in the solar system (twice as big as all of the other planets combined!).

It has an iconic Great Red Spot that is actually a giant storm that has been raging for hundreds of years (this spot is bigger than the Earth).

## Non-examples

Stars: a large ball of burning gas.

Comets: small chunk orbits the Sun.

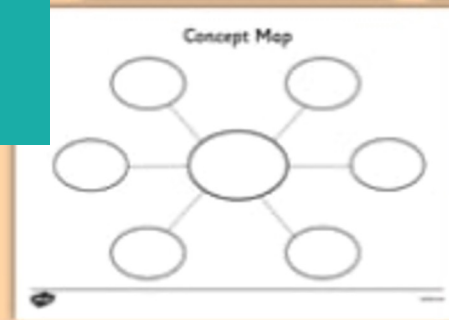
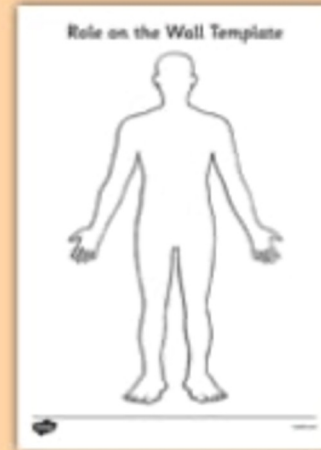
Asteroids: chunk of rock orbit the Sun.

Meteors: chunk of rock falls through the atmosphere.

## 5. Use Visual Aids

Graphic organisers, pictures, and charts can all serve as scaffolding tools. Graphic organisers are very specific in that they help pupils visually represent their ideas, organise information, and grasp concepts such as sequencing and cause and effect.

# Visual aids Graphic organisers



Name the scaffolding strategy:

**Task:**

Work with one other teacher/TA from your department.

For a unit of work, outline how you could use 4 of the **scaffolding strategies** in teaching.

Name the scaffolding strategy:

Name the scaffolding strategy:

**Year\_\_\_\_\_**  
**Unit of work/topic:**  
\_\_\_\_\_

Name the scaffolding strategy:

# Remember to remove the scaffolding

As part of the Early Career Framework, it is expected that early career teachers learn that...Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases

- Once mastery has been achieved, the scaffolds that had been put in place to support learning need to be gradually removed to encourage independence in our learners.
- Scaffolding is a temporary structure designed to be removed.
- Too much scaffolding will deplete learner independence.
- Teachers must provide a lot of support at the start of the scaffolding process.
- Remove the support in stages.
- This sequential decrease in the degree of support makes up the scaffolding process.
- At each step, this process gives confidence and ability to learn a new concept or skill.



# Adaptive Teaching – A Summary



**Adaptive teaching** is when teachers “adapt teaching to respond to the strengths and needs of all pupils”.

**Promotes and enables high expectations and achievement for all.**

**Enables challenge for all of our pupils.**

## **Five-A-Day Strategies:**

- Scaffolding
- Explicit instruction
- Cognitive and metacognitive strategies
- Flexible grouping
- Technology use

**Remember to gradually remove the scaffold for independent practice.**

# Adaptive Teaching Workshops



<b>Workshop 1</b>	Curriculum design and assessment	<b>IR4</b>
<b>Workshop 2</b>	Inclusive strategies for progress	<b>17</b>
<b>Workshop 3</b>	Supporting SEMH pupils	<b>19</b>
<b>Workshop 4</b>	Reciprocal reading and disciplinary language	<b>20</b>
<b>Workshop 5</b>	Explicit instruction and modelling	<b>22</b>
<b>Workshop 6</b>	Disadvantaged pupils – closing the gap	<b>18</b>
<b>Workshop</b>	Data flexible grouping and e-learning	<b>IR4</b>

# Departments this afternoon

- **Department meeting time:**
  - Curriculum – medium term planning for adaptive teaching.
  - Developing adaptive teaching strategies seen today.
  - Decide Action Points/Next Steps for DIPs and line management.





**Wanstead High School INSET Day Programme  
25<sup>th</sup> November 2022**



Timings		Session	Room	Staff	Lead
<b>8.30</b>	<b>8.40</b>	<b>Refreshments</b>	<b>Main Hall</b>	<b>All Staff</b>	
<b>8.40</b>	<b>9.10</b>	<b>State of the nation</b>	<b>Main Hall</b>	<b>All Staff</b>	<b>Emma Hillman</b>
<b>9.10</b>	<b>10.10</b>	An introduction to adaptive teaching	Main Hall	Teachers	Melany Steel
<b>Break – 10.10 – 10.30am</b>					
<b>10.30</b> <b>11.40</b>	<b>11.30</b> <b>12.40</b>	<b>Adaptive teaching workshops</b> Workshop 1 Workshop 2 <i>Each teacher to attend 2 of the workshops (1-7 see below for details and staff workshop allocations).</i>	See below	Teachers	See below
<b>Lunch served in the canteen – 12.45 – 1.30pm</b>					
<b>1.30</b>	<b>3.30</b>	<b>Department meeting time:</b> <ul style="list-style-type: none"> <li>Curriculum – medium term planning for adaptive teaching</li> <li>Developing adaptive teaching strategies seen today</li> <li>Decide Action Points/Next Steps for DIPs and line management.</li> </ul>	In depts.	Teachers	CTLs
<b>End of Day</b>					

**Teaching and  
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**Adaptive  
Teaching**

