



Adaptive Teaching

What does it involve?

- **Adapting** planning **prior** to lesson and **adjusting practice** **during** the lesson.
- Offering learners the **same diet** but potentially at a **different pace**.
- Being responsive to learner needs- **check, reflect, respond** continuously throughout the lesson

Darrow (2008) defined adaptation as 'any adjustment in the environment...or in materials for learning' which **enables learners to access and participate in learning**.

The SEND Code of Practice (2015) makes it clear that '**making higher quality teaching normally available to the whole class** is likely to mean that fewer pupils will require such [different from or additional to] support. Such improvements in whole-class provision tend to be more cost-effective and sustainable.' (para. 6.15).

This **requires a well-planned curriculum** that aids children and young people to link pieces of knowledge together, revisits previously taught skills and reduce knowledge gaps.

Key components

- **I do, we do, you do model**- some children and young people may need longer on the 'we do'
- **Extensive modelling**
- **Lots of opportunities to practice and rehearse**
- **Chunk content to reduce cognitive overload**
- **Clear links to prior learning**
- **Extensive formative assessment**
- **Acting on assessment**
- **Adapting language used** e.g., simplifying

Check, Reflect, Respond

Check

Prior knowledge / Possible misconceptions / Barriers e.g., reading age, cognitive overload (use chunking)

Understanding - through regular formative assessment

- Does everyone understand this component?
- How do I know?
- Can everyone explain their understanding?
- What have I put in place to check this?

Reflect

Are learners ready to-

- rehearse the skill
- move to next component
- consolidate and challenge knowledge

Or do they need further support to understand this component?

Respond

- ▶ adjust the level of challenge
- ▶ change your language
- ▶ clarify a task or provide steps
- ▶ highlight essential content
- ▶ re-explain a concept or explain it in a different way
- ▶ give additional (or revisit) examples and non-examples
- ▶ use peer tutoring
- ▶ elicit via questions
- ▶ provide an additional scaffold
- ▶ use an analogy
- ▶ provide a prompt
- ▶ improve accessibility (e.g., proximity to speaker, visibility of whiteboard,

Possible ways to check understanding:

- Questioning – including ‘hinge’ questions
- Answers on a whiteboard or sticky note
- Production tasks e.g., writing, performing, drawing, painting
- Quizzes and low stake tests
- Live marking
- Self-assessment
- Peer-assessment

Resources:

Adaptive teaching with Flora Burt-

https://youtu.be/N8kloaxX8k?si=gq4DoLqT_Yf5Dv00

[EEF blog: Moving from ‘differentiation’ to ‘adaptive teaching’ | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/blog/moving-from-differentiation-to-adaptive-teaching)

High quality teaching- the five a day principle-

https://youtu.be/a_4U73xozWk?si=gGzBuniMXz0ZUKyh

[Adaptive Teaching: A Step-by-Step Guide For Teachers \(thirdspacelearning.com\)](https://www.thirdspacelearning.com/adaptive-teaching-a-step-by-step-guide-for-teachers)

[Differentiation and adaptive learning in the KS2 classroom - Twinkl Digest](https://www.twinkl.com/digest/differentiation-and-adaptive-learning-in-the-ks2-classroom)

[What is the 'I Do You Do We Do' model? - Answered - Twinkl Teaching Wiki](https://www.twinkl.com/what-is-the-i-do-you-do-we-do-model)

[EEF blog: What exactly is explicit instruction? | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/blog/what-exactly-is-explicit-instruction)

[Research for education inspection framework \(publishing.service.gov.uk\) – p17, 23, 24](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444444/research-for-education-inspection-framework)

Thanks go to: Tranmoor Primary for sharing resources and information