Adaptive Teaching

‘Is everyone making progress?’ How do we raise the tide so all the boats will float?

Practical advice and strategies that will help you to support all the learners in your classroom.

Wednesday 6th December 2023

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Our Agenda Today

1. **Introductions**
2. What is adaptive teaching? What does the research say?
3. What does this mean in practice in our lessons? Strategies!
4. What does adaptive teaching look like for you right now?
5. Q+A

Reminders:
- Chat and hands up functions
- Professionalism

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Back to basics – What is adaptive teaching?

- An approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations.

- Adaptive teaching focuses on the whole class **in real-time**.

Standard 5 of the ECF has clear (and extensive) LT and LHT statements

The ECF guidance can be summarised in a few key points:

- Understand the unique needs of your students and provide targeted support;
- Consider how the students' previous learning may impact their current learning;
- Maintain high expectations for all students;
- Monitor impact and engagement using assessment for learning, book checks or any other preferred method.

Low Workload - High impact

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Understanding Adaptive Teaching

The Early Career Framework provides a helpful explanation of why Adaptive Teaching matters:

- *Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.*
- *Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.*
- *Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.*

As far as possible, make curriculum do the work of determining learning objectives, assessment methods and likely barriers. A well-planned curriculum will reduce the teacher's need to make in-the-moment adaptations. When additional adaptations are necessary, note that the strategies below are illustrative, not exhaustive, and that adaptations will need considering from a subject-specific point of view.

For an overview of strategies which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND, see the EEF's '5-a-day' approach:

https://bit.ly/EEF5aday

[EEF Adaptive Teaching]

Adaptive Teaching – Before Teaching

Anticipate Barriers

- Different levels of prior knowledge
- Vocabulary
- A particular production skills such as writing
- A particular SEND
- Decoding written text (reading age)
- Limited working memory
- Cultural experience
- EAL
- A common misconception
- A lack of metacognitive knowledge or strategy
- Inherent complexity of resources/information

Note: don't confuse barriers with desirable difficulty and remove all challenge.

Plan to address them

- Read a text in advance
- Supply background knowledge
- Use pictures/video to contextualise upcoming information
- Teach vocabulary
- Introduce a concept via discussion
- Teach necessary learning behaviour
- Improve accessibility (e.g. font size, clarity, visibility of white board etc.)
- Plan to scaffold
- Prepare a model to share
- Plan targeted support from a TA

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Adaptive Teaching – During Teaching

- Adapt content for different learning styles, motivate harder to reach learners to learn.
- Build supportive relationships using encouragement and empathy.
- Manage the classroom and give specific feedback.
- Make your classroom a safe and supportive learning environment.

- Know the different needs
- Rephrase
- Adapting language
- Providing examples
- Highlighting and emphasizing key points
- Prompting and using key words, sensory stimuli, symbols/visuals
- Step-by-step instructions

NASEN – Differentiation – How and Why?
Click here to access article

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Scenarios – for the following situations, what adaptations could you make?

Primary Example:

A group of y5 pupils are learning about the first Viking invasion of Britain. As part of the lesson, children will be given an extract from a text which includes the key information. The teacher has checked, and the pitch of the reading content is age appropriate for the y5 class. There is a pupil in the class with an EHCP who has a reading age of a y2 child.

How can the teacher adapt this lesson so that this pupil accesses the history content with their peers?

Examples..

1. Adult supports with reading text in class 1-1 with pupil
2. Adult supports child with a pre- read prior to the lesson (preferred way of doing this, much more effective as means there will be time to explore some of vocab and content in advance)
3. Text is adapted by the teacher to be pitched at the right level for the student. This may work, but it may mean some important content is missed because the text has to be over-simplified to be at the correct reading level.

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Scenarios – for the following situations, what adaptations could you make?

Secondary example – Geography

A year 7 class, mixed ability, are learning about four figure grid references. They have written down the steps in their books, the teacher has modelled how to complete them, they have tried a few practice questions – all of the class get it wrong.

What adaptations could we make?

Examples..

1. Whiteboards out – break it down again
2. Get them to do it with the teacher, using questioning to further break down each step of the process
3. Keep practicing until a significant amount of them have understood it and can move on to independent work
4. The children who are still struggling then come to sit with the expert teacher to get 1:1 support

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Scenarios – For the following situations, what adaptations could you make?

Primary example:

Examples:

1. Use counters or other small apparatus to create three groups of 24 practically
2. Use a multiplication grid to support their knowledge of times tables

Secondary example

Examples:

1. I do – We do – You do to model effective planning of the essay and essay writing
2. Use of WAGOLL/model answers
3. Show pupils the mark scheme and how this translates in 'student speak'

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Scenarios – for the following situations, what adaptations could you make?

Examples:

1. Phonic mats displayed in the role play to help her sound out words
2. Adult encourages her to count the phonemes she can hear as she writes them, pointing to the phonic mat to remind her which phonemes to use and how to form letters correctly
3. Tripod pencils provided in the role play for children to use, which will help her use the correct pencil grip
4. Adult ensures that the toy food in the role play is limited to food that is easily segmented to spell, matching the child's phonic knowledge (ham, for example, rather than cabbage!)

Examples:

1. Do Now/Memory recall activity (whiteboards?) to identify which students have the prior knowledge and which will struggle.

2. From there, deliver short reviews of the arguments needed, with extra challenge opportunities for those with prior understanding.

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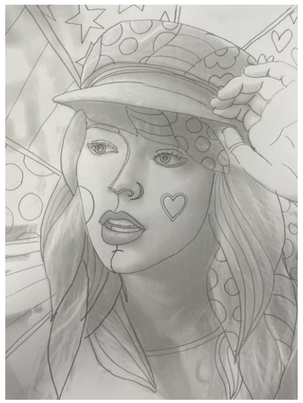
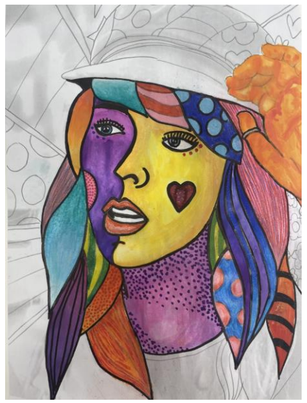
Strategies – I do, We do, You do

1 I Do


I do: Teacher talks through the process, without questioning.

Teacher example scaffolded into two steps:
1. Drawing in patterns/comic style
2. Applying colour using various techniques, split into 2 lessons showcasing 2 different media each lesson.

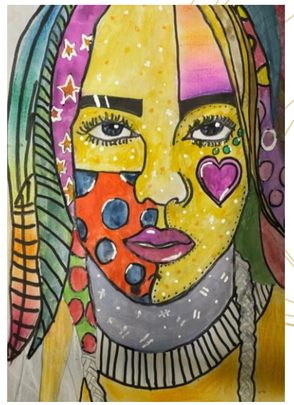
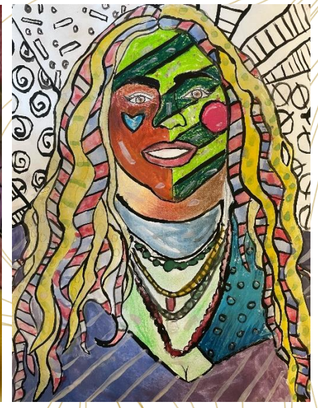
Visual examples on display during modelling for students to refer to.
Process demonstrated on a visualiser.

2 WE Do


We do: Teacher talks through the process again, questioning throughout about process and skills, students follow along.

Visual on tables to support with ideas.

3 YOU Do

You do: Students uses techniques and skills to develop their own version.

This strategy will transfer across the curriculum -
exam technique, forming detailed written answers, working out mathematical problems...

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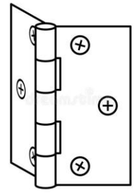
Strategies – Hinge Questions



Hinge Questions are planned questions written prior to the lesson with a specific goal of assessing all pupils understanding and thinking at that point. The responses to the hinge question guide the teacher as to what the next stage of the lesson should be – whether to recap or move on. They should allow the teacher to assess the general understanding of a key concept within the class without having to ask each pupil individually for a detailed answer.

Dylan Wiliam, has written and spoken about how lessons are not linear; starting at the beginning and traveling smoothly until the end, rather, "… you stop and you check to see whether the students are still with you and if they are, you do one thing and if they're not, you do something else".

Quick questions must be posed to the entire class and the teacher needs to be able to "eyeball the whole class responses and make a decision about what that means in 30 seconds or less".

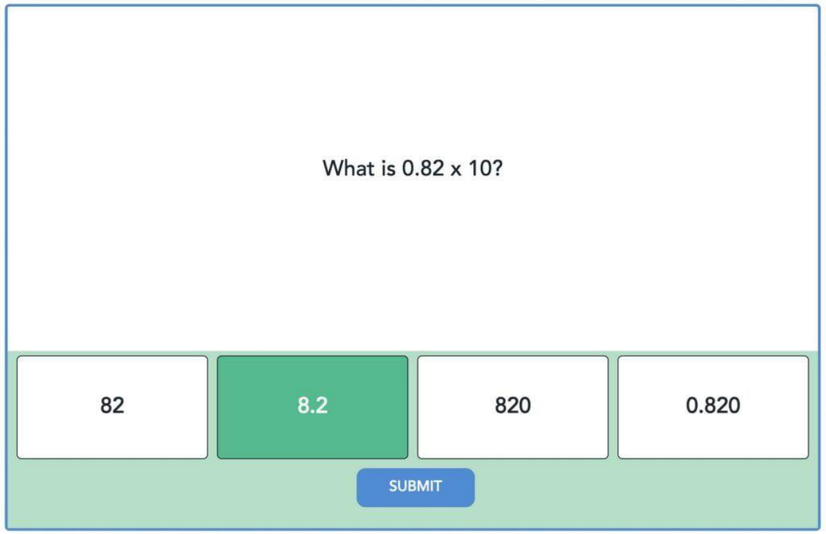
Hinge questions can take any form of question, as long as it allows a teacher to gain real-time responses from all your pupils at once, and quickly identify the general understanding of the class.

The question should give instant, usable feedback without too much need for discussion to identify the method used to answer the question. If the pupil can ascertain the correct answer from an incorrect method, the hinge question and answer options needs rethinking.

One of the easiest ways to pose a hinge question is in the form of a multiple choice question. By providing several possible options, the cognitive load is reduced. This also speeds up the process as the pupils have options to choose from.

Show Me Boards:
Ensures all participate
Quick way to assess and address misconceptions and make a decision about the rest of your lesson.

The best hinge questions will aim to address key misconceptions that could arise in the lesson. An example of this in mathematics is a hinge question that addresses multiplying decimal numbers by 10, 100 or 1,000.



In this question, a pupil who believes that multiplying by 10 means 'adding a zero' will select the wrong answer of 0.820. This shows that the pupil does not understand the key concept of multiplying by 10.

Alternatively, a pupil who understands that the digits move to the left, showing the value of the digits increasing by a power of 10, may select 82 or 820. This shows an understanding of the process (x10 means moving digits to make the number 10 times the size), but also shows that they do not fully understand how to move the digits when multiplying by 10.
As all pupils answer individually but simultaneously as their peers, they cannot easily 'hide' their answer if it is incorrect. If you encourage a positive attitude of learning from mistakes in your classroom, they will understand that an incorrect answer is an opportunity for learning.

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Strategies – Formative Assessment

Formative Assessment tracker stuck in all students' books and used as a regular feature of lessons.

Students fill out their target from the EBI box

Teacher gives assessment grade/mark

Students tick to evidence DIRT following target setting.

Year 9 Formative Assessment ONE				PROJECT
GRAPHICS	Objective	Grade Band	Developmental target	DIRT
	Design brief			
	Collaged Sea Life creation Artists link			
	T- Shirt design Summative			
Year 9 Formative Assessment				PROJECT TWO
SCULPTURE	Wakelam factsheet			
	Grid method drawing Insect			
	Insect relief sculpture Summative			
Year 9 Formative Assessment THREE				PROJECT
PHOTOGRAPHY	Photographer Analysis			
	Edits Blossfeldt Adkins Hirst			
	Top Two Summative			
Year 9 Formative Assessment FOUR				PROJECT
SURREALISM	Surrealism factsheet			
	Morph drawing			
	Idioms & Proverbs			
	Final response Summative			

Formative Assessment

Group:	Whole-class Feedback	Project: Graphics - Sea Life

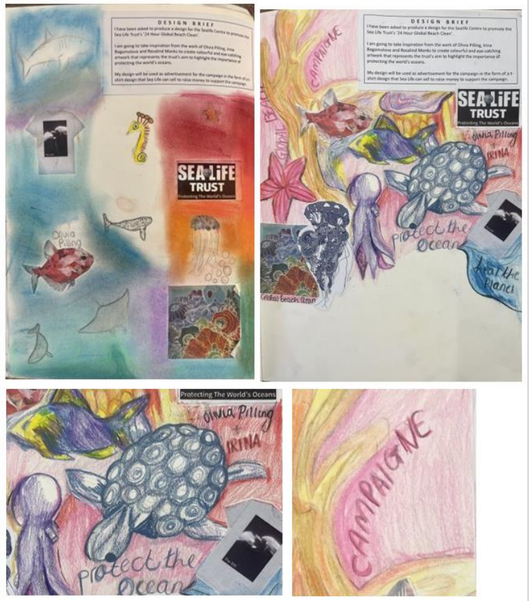
WWW:

- **Decorative Impact with colour and effects**
- **Full interesting composition**
- **Creative placement of keywords**

EBI:

1. **Fill the composition**
2. **Refine shapes and add details** (take influence from Artists- i.e. Monks patterning)
3. **Illustrate Keywords**

Carlton ARTIST



Teacher looks at class books as a whole and provides successes for the task that the majority of the group has achieved.

Teacher then sets differentiated development targets based on common issues/mistakes/misconceptions in students work.

Students reflect on their own work and decided on the most appropriate development target to work from to improve their work.

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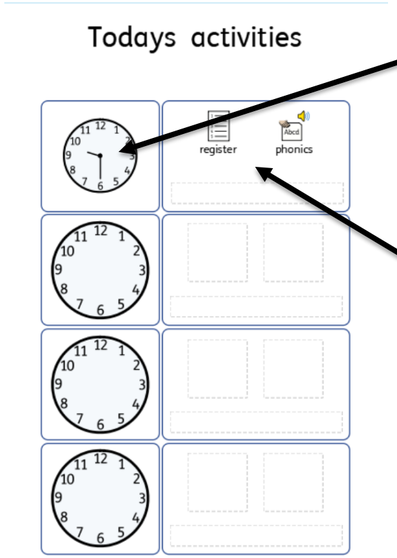
Strategies - Task analysis

Breaks down complex tasks into smaller, more manageable steps.

Also known as chunking information.

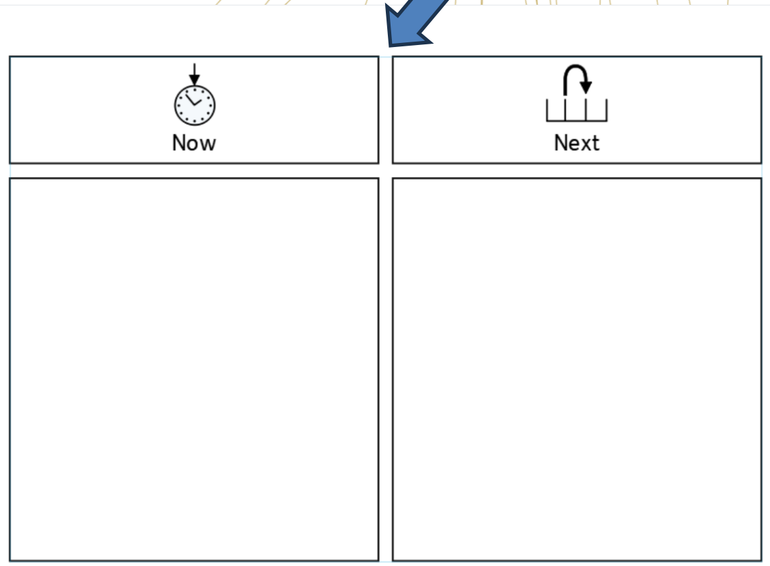
This is a key element of sequential planning. If a student struggles with reading, the teacher may break down the task into smaller steps, such as recognising letters, sounding out words, and understanding sentence structure using tools such as the SCERTS - Social Communication (SC), Emotional Regulation (ER) and Transactional Support (TS) - Model.
By doing this, the student can learn and progress at a pace that is appropriate for them.
By reducing the pressure to keep up with their other peers the student may be more engaged in their learning.

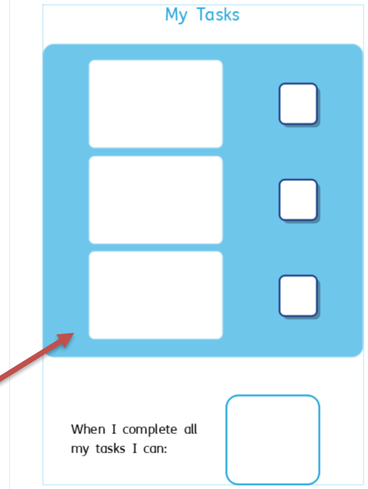


Visual of time so they can see what is happening and when

Brief description of activity with visuals

Simple now and next board. Next activity often being something motivating/nonacademic





Sequence of tasks, space to tick off when completed and reward activity for when all tasks completed

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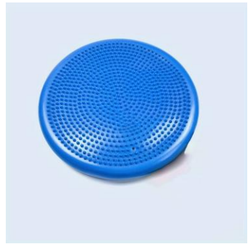
Strategies – Subtle but powerful adaptations



Seating adaptations

Classroom layout

How are pupils grouped?

Consider barriers – visual, hearing, physical, peers

Break out spaces and equipment

Sensory objects and chew buddies

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Strategies – Effective deployment of TAs: Roaming TA, Stationary teacher

The ECF directs ECTS to: *Take opportunities to practise, receive feedback and improve at making effective use of teaching assistants and other adults in the classroom*

- In some situations there will be a need for 1:1 or small group support to students who are struggling with a concept, while the rest of the group need to stay on-task.
- In cases where you are the subject-expert, you can act as the stationary expert and 'call-in' students who need more intensive support.
- This frees up your support staff to circulate the rest of the group who are completing consolidation work.

Factors to consider!

- TA 'agreements'
- Closely links to planning for effective groupings

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Strategies – Continual Assessment or 'In-learning' assessment.

- **Circulate and observe:** Move around the room while students work to listen, look at their progress, and identify any points of confusion.
- **Conduct quick checks:** Do occasional pulse checks through thumbs up/down, short quizzes, or whiteboard activities.
- **Review student work:** Spot check written work to identify areas students are excelling in or struggling with.
- **Make assessments transparent:** Share mark schemes, examiners reports, exemplars and clearly explain assessment criteria.
- **Gather student feedback:** Check in with students frequently – what is making sense? What do they need clarified?

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Reflect: What does Adaptive Teaching look like in your classroom?

- Successes and Challenges.
- Breakout rooms and then share ideas on the padlet before we all join back.
- Opportunity for reflection and asking for support!

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Q+A

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