Adaptive Teaching

COURAGE

Removing Barriers to Learning

Every child learns differently. Adaptive teaching means that teachers focus on the whole class and adapt their teaching to make it appropriate for all students. At St. Peter's, we adapt our teaching to respond to the different strengths and needs of all our pupils, removing barriers to learning and allowing all our children opportunities to meet the expectations of the lesson.

Graduated Approach to S.E.N.D. Support

Adaptive teaching involves setting the same ambitious goals for all students, but providing different levels of support. Following interventions and referrals to a range of services, class teachers use the individual recommendations given by professionals to support the needs of all our pupils. Teachers and the SENDCo meet regularly to assess the progress that our pupils are making and decide on any next steps.

The Education Endowment Foundation (2020) found strong evidence that improving high quality teaching for all students will improve outcomes for students with SEND.
The recommended strategies include:

•*Scaffolding*, such as a writing frame, that is gradually removed as the student becomes increasingly independent
•*Explicit instruction*, such as teacher demonstration followed by guided practice and independent practice
•*Technology*, which can assist teachers to model processes and present ideas visually, and can also provide technical aids for students, such as speech generating apps
•*Cognitive strategies*, such as chunking or memorisation techniques, can support students with SEND or breaking down tasks into smaller steps.
•*Flexible grouping*, where groups are formed for an explicit purpose allow teachers to set up opportunities for collaborative learning and to allocate different tasks to group members. Written tasks are not always necessary to show and develop understanding. At St. Peter's, our lessons can involve drama, discussion, arts or school visits.

Adaptive Teaching in Geography

Making use of prior knowledge

This provides support for students when a new topic and new content is introduced.

Mind Maps/ Knowledge Retrieval

Activities such as these, and bubble and spider diagrams, can be used early in the teaching of a new geography topic to link the new and previous learning. They can also be used to provide a scaffold or framework for ongoing learning through the topic.

Teacher intervention/discussion

When students are working on an enquiry or task, the teacher takes the opportunity to work with groups/individuals to provide scaffolding through questioning and discussion.

The teacher probes their understanding, challenges their reasoning and explores whether they can explain the geographical ideas and concepts.

Chunking or Memorisation Techniques

This includes chunking or memorisation techniques such as 'Actions to Words' where pupils add movements to their learning to develop their vocabulary and knowledge.

Peer discussion

Groups can be carefully chosen with a view to providing peer-support and by getting pairs to work together.

Pre-taught and embedding vocabulary

The teaching of geography-specific terms and new vocabulary early and repeated allows students use this vocabulary and build a fuller understanding of its meaning in different geographical contexts. Each term, classes have books which are linked to the Geography teaching with attached vocabulary/glossary lists to develop our children's understanding.

Time for talk

Students need time to process new geographical ideas and information and it helps if they can verbally make sense of new ideas by talking about them with their peers.

Help sheets

These can be a checklist, visual examples or vocabulary sheets etc.

Grids and frameworks

In geography we use a variety of grids, forms and charts as scaffolding tools, for example:
Diagrams (such as flow charts) and outline diagrams e.g. the water cycle.

Demonstrating our learning in many ways

We include many different ways for children to show their understanding such as drama activities including 'Freeze Frame' and 'Hot Seating'. Each class also takes part in a fieldwork visit to bring our curriculum to life and give real meaning to our learning.

Adaptive Teaching in Design & Technology

Introduction of new topics

Making use of prior knowledge, this provides support for students when a new topic and new content is introduced.

Present new material in small steps

Provide models and worked examples

Encourage independence when and where possible.

Peer discussion

Groups can be carefully chosen with a view to providing peer-support and by getting pairs to work together.

Grids and frameworks

Use strategies such as modelling demonstrating and initiating to support learners in understanding the step-by-step processes.

Fine motor skills

Use frames or adhesives to hold work I place on the surface

Provide larger scale material to work with/on.

Consider different types of tools, eg scissors (loop scissors, spring loaded scissors and or easel grip scissors).

Pre-taught and embedding vocabulary

The teaching of DT-specific terms and new vocabulary early and repeated allows students use this vocabulary and build a fuller understanding of its meaning in relevant DT contexts.

Word Banks are provided on Knowledge organisers which are included in each Project's booklet. This language becomes embedded by referring to it regularly during lessons and whilst modelling.

Provide visual aids to enable learners to identify equipment and media

Sensory needs

Consider when alternative materials or tools may be offered.

Be aware of triggers (smells, touch, noise) all this can be heightened in creative lessons.

Attention

Reflect on positioning of learners to maximise engagement.

Cam environment to minimise distractions.

Allow time to reflect so children can make connections to what they already know and in turn nurture motivation.

Allow movement breaks to support children who struggle with self regulation.

All learners should tidy away equipment so time needs to be built into lessons for this.

At St. Peter's, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.

Making use of prior knowledge
This provides support for students when a new unit and new content is introduced.

Mind Mapping and Knowledge Retrieval
Knowledge retrieval and mind mapping activities can be used early in the teaching of a new Computing unit of work, to link new and previous learning. They can also be used to provide a scaffold or framework for ongoing learning throughout the topic.

Teacher intervention/discussion
When students are working on a task, the teacher takes the opportunity to work with groups/individuals to provide scaffolding through questioning and/or discussion.

The teacher probes their understanding, challenges their reasoning and explores whether they can explain their computational thinking.

Chunking Techniques
Interest can be maintained through short bursts of activity, and complexity is reduced by decomposing problems into smaller parts. This ensures that activities are kept as simple as possible and that it has all been chunked into bitesize pieces.

Students with learning difficulties can struggle with multi-step problem solving, or sustained concentration on one task, and therefore it helps to break up activities into shorter stages that can be tackled individually.

Peer discussion
Pairs/ groups can be carefully chosen with a view to providing peer-support and by getting pairs to work together.

Help sheets
These can be a checklist, visual examples or vocabulary sheets etc.

Pre-taught and embedding vocabulary
Embed opportunities to recall key terms within lessons.
Use rephrasing techniques to strengthen learner answers with correct vocabulary. Introduce new terms slowly and rehearse new words.

Attention
Know the children's areas of interest and try to include these in lessons and/or questions.
Give clear instructions (and **model**), this could be in the form of a checklist. This will create more manageable chunks.
Give verbal praise to encourage the children for their efforts, promoting a growth mindset.
Check in with learners throughout the activity, initially to check understanding of the task and then to provide more challenge when ready.

Sensory Needs
Ensure sensory needs of children are met, by ensuring any equipment (ear defenders, fidget toys, wobble cushions etc) are taken to the Discovery Suite with you at the start of the lesson. Ensure you use the Computing Monitors to support the smooth transition to each lesson – have them load the laptops before the lesson and ensure all have necessary equipment (mouse, headphones etc) to avoid delayed start to the lesson.

Physical Computing
Physical devices provide a tangible interface that helps students make connections between their actions and the results. Programming apps can then be used to consolidate learning.

Online Safety
Ensure to have considered all Online Safety elements for each lesson. For more information access Internet-Matters-Age-Guide-6-10s-Jan23.pdf (internetmatters.org).

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COURAGE

Fine Motor Skills

To support children with fine motor skills difficulties, teachers may:

-provide children with easy grip pencils, scissors or wider paintbrushes.

- use frames or tape to hold children's work in place.

- use sketchbooks to experiment with different media, patterns and styles.

Sensory

To support children with sensory sensitivities, teachers may:

- Allow movement breaks if and when necessary and give learners classroom jobs to support movement.

- Provide alternative materials and resources to support tactile needs or sensitivities.

- Consider other sensory difficulties such as dust from chalk, classroom noise.

Pre-taught and embedding vocabulary

The teaching of new vocabulary, at the start of a unit of work, allows students use this vocabulary and build a fuller understanding of its meaning in different contexts. Each term, classes use the knowledge mats to develop their understanding of vocabulary. This specific vocabulary is displayed and referred to regularly within lessons to help to embed it.

Equipment is introduced by name , what it does and including modelling of how it can be used or applied.

Time for talk

Children are given talk time to encourage thinking and idea sharing.

Peer discussion

Groups can be carefully chosen with a view to providing peer-support and by getting pairs to work together.

Repeated Practise

During art lessons, children are given time to look back through their sketchbooks and to discuss their learning so far. Strategies such as modelling, demonstrating and imitating are included to support learners in understanding the step-by-step processes. Showing outcomes from the previous lesson's work can also be a useful memory aid.

At St. Peter's, adaptive teaching strategies are used to ensure that all pupils can access learning and remain in the classroom as much as possible. Lessons are carefully planned and scaffolded to ensure that all pupils will be able to achieve the shared learning objective at their own level. Children with the greatest need, for example those with Special Educational Needs (SEN), will be given more in lesson support. This will include:

Making use of pre teaching

Teachers may go through some key ideas with pupils in short targeted sessions before the topic is taught, enabling them to have a head start and be prepared for what is coming up.

Breaking down learning into smaller steps

Learning objectives are broken down into more manageable, smaller steps.

Work book adaptation

The White Rose work book is adapted to meet the needs of the child.

Planning for misconceptions

Teachers challenge learners to spot, explain and rectify errors. We are able to identify and tackle misunderstandings early on rather than let these incorrect ideas become established in learner's minds.

Intervention

Providing additional support outside of lessons helps to close gaps and/or deepen understanding. Teachers may look back at previous years' steps to support this, or use gap analysis of recent assessments. The teacher probes learner's understanding, challenges their reasoning and explores whether they can explain mathematical concepts.

Use of technology

Teachers use interactive whiteboard slides in every lesson so that learners can directly interact with the material whilst learning new concepts.

Revisiting and reminding

Teachers support learners who have struggled with a topic, to spend more time reconsidering and developing their understanding. We also use Flashback 4 activities, 4 a day challenges and Get Ready activities to assess what has been learnt and who might need an intervention.

Time for talk

Learners need time to practise oracy skills and are encouraged to reason at every opportunity, using clear stem sentences, key vocabulary and sentence starters. Peer discussion is also used.

Using concrete and pictorial representations

We use the CPA approach to deepen and embed understanding. For many pupils, the CPA approach is a 'way in' to a topic whilst also it can be challenge for pupils to find an alternative representation to the ones they already have.

The teacher models the use of manipulatives at the start of a topic to make it clear that the resources are suitable for those who still need them later on.

Demonstrating our learning in many ways

We use maths across the curriculum and encourage all learners to embed their Mathematical knowledge in other areas such as science or Geography, to help to with retention.

Awareness of cognitive overload

When teaching, we consider the key aims of a lesson. The teacher will provide resources, manipulatives, times tables grids if this will support learners to achieve the learning objective without overloading cognitively.

Adaptive Teaching in English

Physical barriers

Teachers make available a range of accessibly materials including: chunky pencils, pencil grips, individual whiteboards, laptops.

Well-maintained reading area

Appealing and accessible texts are available meeting reading challenges.

English concepts approached at an appropriate level of understanding

E.g. grammar may be better taught by modelling, rather than through the use of explicit and metalinguistic vocabulary.

Visual aids

Visual aids and concrete supports (symbols, word banks, etc.) when dealing with abstract topics.

Effective talk

Oracy and talk prioritised (including drama, hot-seating, story telling, etc.) to develop vocabulary, text composition and performance.

Adequate time provided

Pupils are allowed sufficient time to complete reading and written tasks with appropriate support.

Teaching assistants

Staff understand the topic they are supporting, have the required subject knowledge and have read any text being studies.

Pre-taught and embedding vocabulary

The teaching of new vocabulary early and repeated allows students use this vocabulary and build a fuller understanding of its meaning in different contexts.

Literal understanding

Teachers are aware that some students may struggle specifically with such techniques as metaphor and irony, that are not literal.

The purpose of the activity

The class knows the purpose of the activity, and the specific learning outcome. Some pupils will only need to provide one or two examples of appropriate literacy techniques to fulfil the task.

Demonstrating our learning in many ways

We include many different ways for children to show their understanding such as drama activities including 'Freeze Frame' and 'Hot Seating'. Each class also takes part in a fieldwork visit to bring our curriculum to life and give real meaning to our learning.

Teacher intervention/discussion

When students are working, the teacher takes the opportunity to work with groups/individuals to provide scaffolding through questioning and discussion.

Adaptive Teaching in R.E.

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Making use of prior knowledge

This provides support for students when a new topic and new content is introduced.

Adult scribing

If needed, adults may scribe for children to fully record their understanding and reflections in R.E. books.

Teacher intervention/discussion

The teacher probes their understanding, challenges their reasoning and explores whether they can explain the geographical ideas and concepts. We scaffold with teacher prompts.

Chunking or Memorisation Techniques

This includes chunking or memorisation techniques such as 'Actions to Words' where pupils add movements to their learning to develop their vocabulary and knowledge.

Peer discussion

Groups can be carefully chosen with a view to providing peer-support and flexible groupings

Reflect & Respond

Children are assessed with key questions with no set answers that challenge children to reflect on their spiritual growth. These may be induvial, whole class, paired or scribed.

Pre-taught and embedding vocabulary

The teaching of R.E.-specific terms and new vocabulary early and repeated allows students use this vocabulary and build a fuller understanding of its meaning in different theological contexts.

Time for talk

Students should discuss and reflect on new theological knowledge and big ideas.

Help sheets

These can be a checklist, visual examples or vocabulary sheets etc.

Reflective Journals

Children who struggle to express themselves in writing may help with creatively producing pages in our Reflective Journal with a Teaching Assistant

Demonstrating our learning in many ways

We include many different ways for children to show their understanding such as drama activities including 'Freeze Frame' and 'Hot Seating.' We often use art and poetry to express our views. We use visits from local clergy and to local churches bring our curriculum to life and give real meaning to our learning.

At St. Peter's, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.

Adaptive Teaching in History

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HISTORY

Making use of prior knowledge
This provides support for students when a new topic and new content is introduced.

Mind Maps/ Knowledge Retrieval
Activities such as these, and bubble and spider diagrams, can be used early in the teaching of a new history topic to link the new and previous learning. They can also be used to provide a scaffold or framework for ongoing learning through the topic.

Teacher intervention/discussion
When students are working on an enquiry or task, the teacher takes the opportunity to work with groups/individuals to provide scaffolding through questioning and discussion. The teacher probes their understanding, challenges their reasoning and explores whether they can explain the historical ideas and concepts.

Chunking or Memorisation Techniques
This includes chunking or memorisation techniques such as 'Actions to Words' where pupils add movements to their learning to develop their vocabulary and knowledge.

Peer discussion
Groups can be carefully chosen with a view to providing peer-support and by getting pairs to work together.

Technology
Visual images are used to present the learning and can be presented in accessible ways. We explore museums, galleries and historical sites through the internet.

Pre-taught and embedding vocabulary
The teaching of history-specific terms and new vocabulary early and repeated allows students use this vocabulary and build a fuller understanding of its meaning in different historical contexts. Each term, classes have books which are linked to the History teaching with attached vocabulary/glossary lists to develop our children's understanding. Cross curricular vocabulary identified and taught to support whole curriculum.

Time for talk
Students need time to process new historical ideas and information and it helps if they can verbally make sense of new ideas by talking about them with their peers.

Help sheets
These can be a checklist, visual examples or vocabulary sheets etc.

Grids and frameworks
In history we use a variety of grids, forms and charts as scaffolding tools, for example: Diagrams (such as flow charts) and outline diagrams.

Demonstrating our learning in many ways
We include many different ways for children to show their understanding such as drama activities including 'Freeze Frame' and 'Hot Seating. Each class also takes part in a fieldwork visit to bring our curriculum to life and give real meaning to our learning.

Displays and environment
Displays are accessible, visual and within reach. They are working walls and are pupil led. They are current to the children's learning. They are vocabulary rich. We display the knowledge mat and sticky knowledge for the unit.

Memory and Retention
Pupil created word banks, mind maps, digital resources, photographs and videos are used to support consolidation.

Adaptive Teaching in Science

Making use of prior knowledge

This provides support for students when a new topic and new content is introduced.

Mind Maps/ Knowledge Retrieval

Activities such as these, and bubble and spider diagrams, can be used early in the teaching of a new science topic to link the new and previous learning. They can also be used to provide a scaffold or framework for ongoing learning through the topic.

Teacher intervention/discussion

When students are working on an enquiry or task, the teacher takes the opportunity to work with groups/individuals to provide scaffolding through questioning and discussion.

The teacher probes their understanding, challenges their reasoning and explores whether they can explain the scientific ideas and concepts.

Chunking or Memorisation Techniques

This includes chunking or memorisation techniques such as 'Actions to Words' where pupils add movements to their learning to develop their vocabulary and knowledge.

Peer discussion

Groups can be carefully chosen with a view to providing peer-support and by getting pairs to work together, utilising dialogic and analytic talk effectively.

Pre-taught and embedding vocabulary

The teaching of scientific-specific terms and new vocabulary, early and repeated, allows students use this vocabulary and build a fuller understanding of its meaning in different scientific contexts. Knowledge mat work, and *science stories* allow teachers to introduce and assess vocabulary.

Time for talk

Students need time to process new scientific ideas and information and it helps if they can verbally make sense of new ideas by talking about them with their peers.

Help sheets

These can be a checklist, visual examples or vocabulary sheets etc.

Grids and frameworks
In science, we use a variety of grids, graphs and charts as scaffolding tools, for example:
Scientific diagrams, bar charts, scatter graphs, etc.

Demonstrating our learning in many ways
We include many different ways for children to show their understanding such as drama activities, presenting to an audience, written scientific reports, etc. Each class takes learning outside to ensure learning is as hands-on and relevant to their lived experience as possible.

At St. Peter's, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.

Adaptive Teaching in MFL

COURAGE

"Learning another language is not only learning different words for the same things, but learning another way to think about things." – Flora Lewis

Explicit Instruction

The class teacher and adults in the classroom focus on clear explanations, modelling and frequent checks throughout the lesson to ensure the children understand the task. Class teacher will work on pronunciation and spelling of words to ensure all children know how to practice independently or in groups.

Cognitive and metacognitive strategies

The children have the opportunity to plan, monitor and evaluate their peers learning. This occurs when the children are divided into groups and asked to perform their script to their class peers. After the performance, the children will evaluate what went well and what would be better next time.

Scaffolding

In French lessons, the children have time to practice their oracy skills before their performance/ conversation. All children are provided with a knowledge mat to refer to and some children will be provided with a bank of vocabulary to focus on within the lesson.
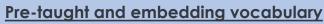
Flexible Grouping

The children have the option to work with other children and tend to move places so they have the opportunity to work with other children who have different abilities/ interests in French lessons

Using Technology

The interactive whiteboard is used in French lessons and the children have access to iPads where they can scan QR codes to access French games.

Pre-taught and embedding vocabulary

The teaching of new vocabulary early and repeated allows children to use this vocabulary and build a fuller understanding of its meaning in different contexts.

Time for talk

Children need time to process new phrases/ words and allowed the time to practice their oracy skills. The children are encouraged to hold a conversation with their partner.

Overcoming Barriers

MFL lessons can be difficult for those children with additional needs. It is important for the teacher to use a lot of repetition within the lesson and adopt a multi-sensory approach.

Class teacher to clearly model and repeat vocabulary. Promote the use of whiteboards to make notes and practice new language.

Teachers to create various ways of learning within MFL lessons. Children to access QR codes to help them with their learning, to sing songs relating to the unit their learning and to practice conversing with their peers or an adult if required.

The layout of the environment is carefully considered and all children should have maximum access to resources.

Children are provided with a particular role in the lesson to keep them engaged and to promote active participation.

At St. Peter's, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.

Adaptive Teaching in P.E

COURAGE

Making use of prior knowledge
This provides support for students when a new topic and new content is introduced.

Equipment
Equipment is changed to suit the needs and ability of the child. If a child has gross motor difficulties, for example, a larger/ lighter ball may be used and gradually changed as improvements are made.
Different coloured equipment is available for children with visual impairments.

Peers
Children work in mixed ability groups to give them support. This provides a good role model to watch and receive peer support.

Adaptations to rules
During activities and more competitive elements, children are given allowances and support to promote success.

Task Given
Adaptations to the task are made e.g. bigger targets, closer targets, more time, shorter distance.

Sensory
During P.E sessions, we encourage noise kept to a minimum. We explain to the children that any noise made should be a 'productive noise'. For example, calling to someone to pass the ball, directing others into space to improve the activity/ outcome.
Children can wear ear defenders if the noise level increases.

Instruction
Specific instruction is given, modelled and given again to ensure understanding with those children who require a longer processing time. Visuals are used also.
Modelling of the activity is clear and concise. Using Primary P.E Planning as our scheme gives us access to diagrams of activities and child-led videos showing the activity.

Time out
Children who struggle with sensory sensitivities are allowed time out of the session to regulate themselves before being encouraged to join the lesson again.

Prepare child prior
Children who have anxieties towards P.E. are given an overview of the lesson in order to prepare them in advance. Videos and activities diagrams are shared.

Use of peer teaching
Children that show a strength in an area/ compete as part of a club are used to model to the class. These children share their knowledge and skills of how to complete a task to their peers.

Swimming
When attending swimming, some of our children and unable to complete the walk to our local swimming pool. We provide transport for these children to ensure they can attend. Personal changing rooms are provided for those children that require it.
Children who do not meet their end of year expectations attend further swimming sessions with another year group to support their development.

At St. Peter's, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.

Adaptive Teaching in Music

COURAGE

"Music expresses that which cannot be said and on which it is impossible to be silent." - Victor Hugo

Explicit Instruction

The class teacher and adults in the classroom focus on clear explanations, modelling and frequent checks throughout the lesson to ensure the children understand the task.

Cognitive and metacognitive strategies

The children have the opportunity to plan, monitor and evaluate their peers learning. This occurs when the children are divided into groups and asked to perform to their class peers. After the performance, the children will evaluate what went well and what would be better next time.

Scaffolding

In music lessons, the children have time to practice the song before their performance, some children are provided with the lyrics to the songs and some children will be provided with a bank of vocabulary to focus on within the lesson.

Flexible Grouping

The children have the option to work with other children and tend to move places so they have the opportunity to work with other children who have different abilities/ interests in music.

Using Technology

The interactive whiteboard is used in all music lessons and the children have access to musical instruments.

Pre-taught and embedding vocabulary

The teaching of musical terms and new vocabulary early is fundamental to developing the children's understanding further. Each term, classes use the knowledge mats and music floor books to develop their understanding of vocabulary.

Time for talk

Children need time to process new musical terms and the music being played. The children are encouraged to discuss and evaluate each group's performance.

Overcoming Barriers

Music lessons can be difficult for those children with auditory sensitivity. Therefore, ear defenders can enable children to partake in lessons with more confidence.

Teachers create opportunities for physical contact (hands on approach) with the musical instruments if learners have earing difficulties.

Group sizes are considered before each lesson is taught. Some children may benefit from smaller groups or individual work.

The layout of the environment is carefully considered and all children should have maximum access to resources.

Children are provided with a particular role in the lesson to keep them engaged and to promote active participation.