



Adaptive Teaching



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.

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.

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



“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.