

# REAP

Research

Explore

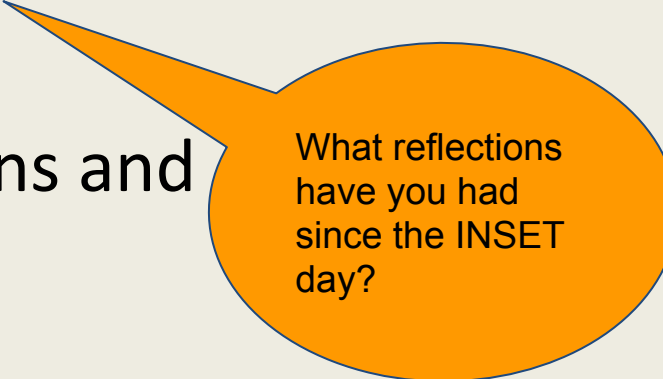
Adapt

Practise



# Research Triads

- Triad based on PM target
- Focus on adaptive teaching
- Working together to research best practice
- Plan, trial and practise together - collaborative and reflective
- PL time given for lesson observations and planning time



What reflections have you had since the INSET day?

# Challenge for all - Champion for all

- Stretch and challenge children of all abilities
- No ceiling on achievement
- Ambitious curriculum and learning objectives
- Thinking hard for everyone
- No dumbing down
- Teaching to the top and scaffolding accordingly

How can I inspire reluctant readers to engage more with their reading?

How can I help support my Y10 class to reach their targets due to gaps in learning highlighted and exacerbated by Covid 19?

How can I close the gaps between PP and non-PP students in my Y11 class?

What strategies for adaptive teaching are most effective for improving the written responses of all students in my Y10 class with diverse needs?

How will I ensure that y11 set 3 planning is personalised and responsive to FF to ensure expected outcomes are achieved?

How can I improve my knowledge and understanding of students with a range of complex needs so they make progress?



# Warm up - Jamboard

What adaptive teaching strategies have you already tried?

What strategies work best?

What doesn't work so well?

What are the main barriers/challenges?


What assumptions might you have made?

What would help you know more about the learning needs?

# What works best?



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Prior learning and metacognition	Adaptive Teaching	Questioning	Oracy
<p>Learning as a process not an activity</p> <p>Metacognition strategies - self regulation</p> <p>Linking ideas from previous lessons</p> <p>Time given for students to discuss their prior learning/home learning and then built upon</p> <p>Relevant prior learning activated and built on in the lesson - clearly signposted</p>	<p>Scaffolding used in questioning and in writing to support ALL children</p> <p>Excellent use of LSA - communication - planned for and fully involved in lesson</p> <p>Full understanding of where ALL children are at and where they need to go next</p> <p>No one left behind</p> <p>All students asked - check and challenge for all</p>	<p>Forensic questions used throughout to inform next steps and decisions</p> <p>Ideas bounced around the room and THEN captured</p> <p>Pose - Pause - Pounce - Bounce - Pass - not first</p> <p>Planned and targeted questions</p> <p>No assumptions made</p> <p>Drilling down questioning - like a dog with a bone</p> <p>Use of mini whiteboards to assess understanding of all students</p>	<p>Oracy - discussion in pairs and groups - students able to articulate their learning</p> <p>Students able to articulate their learning in a nuanced way</p> <p>Love of learning palpable - curiosity</p> <div data-bbox="1449 573 1864 928"> <p>How many of these ideas were part of your discussion?</p> </div>
	<ul style="list-style-type: none"> <li data-bbox="792 944 1690 999">• Friendship Excellence Opportunity</li> </ul>		

Capturing learning	Misconceptions and modelling	Feedforward	Learning objectives
<p>Use of exercise books as a resource for students to access prior learning - independence</p> <p>Feedforward in books used to support learning in lesson</p> <p>Expectations around note-taking and books/folders</p>	<p>Misconceptions - planned for proactively and also responsively tackled as they arose</p> <p>Clear modelling of each step</p> <p>Precision of explanations</p>	<p>Using 'feedback' to make decisions about learning</p> <p>Visual scanning - aural scanning - MWBs</p> <p>Responsive use of live marking and verbal feedback - constant supportive feedback throughout</p>	<p>Ambitious learning objectives for all - clear and relevant</p> <p>Placing learning in bigger picture - e.g. exam but also the wider world - making it make sense</p>





# Adaptive expertise - Lynn Corno


- Moment to moment responsiveness
- Macro adaptations - curriculum, grouping
- Micro adaptations - responsive teaching

*'In teaching adaptively, teachers respond to learners as they work. Teachers read student signals to **diagnose needs on the fly** and **tap previous experience with similar learners** to respond **productively.**'*

‘Practicing teachers... make **micro-adaptations all the time**—in the ongoing course of instruction and in response to particular students. They interpret the **to and fro of classroom life**, and **intercede**. In fact, with respect to classroom teaching, the term micro-adaptation might be defined as **continually assessing and learning as one teaches—thought and action intertwined.**”

[Lyn Corno, ‘On Teaching Adaptively’](#)

# Steps for effective adaptive teaching

When?	What?	How will you do this?
Before teaching	<p>Provide a measurable and challenging learning outcome and use progression steps to chunk progress towards that outcome</p> <p><b>Anticipate barriers</b></p> <p><b>Plan to address them</b></p> <p><b>Plan methods of eliciting evidence of learning</b></p>	
During teaching	<p>Use live formative assessment to <b>elicit evidence of learning</b></p> <p>Be <b>responsive</b> to the evidence you elicit</p> <p><b>Adapt in the moment</b></p>	
After teaching	<p>Reflection - what was learned?</p> <p><b>What next?</b></p> <p>Adaptations for next time?</p>	



Provide a measurable and challenging Learning Outcome and use Progression Steps to chunk progress towards that outcome

## ADAPTIVE TEACHING

### Anticipate barriers

- different levels of prior knowledge
- vocabulary
- a particular production skill such as writing
- a particular SEND
- decoding written text
- limited working memory
- cultural experience
- EAL
- a common misconception
- a lack of metacognitive knowledge or strategy
- inherent complexity of resources/information

### 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. clarity of resources, font size, proximity to speaker, visibility of whiteboard, reader pens)
- plan to scaffold
- prepare a model to share with, for example, a visualiser
- plan targeted support from a TA

NOTE: Don't confuse barriers with desirable difficulty and remove all challenge!

Assessment information informs subsequent planning and in-the-moment adaptations.

Other considerations:

How will you monitor responses? Does the assessment method itself create barriers? There's a trade-off between quality of information and practicality - be aware of this.

### Use assessment to elicit evidence of learning

- questioning
- tests
- production tasks (e.g. writing, setting up an experiment, painting, performing)
- talk
- hinge questions
- labelling diagrams
- answers on sticky notes or mini-whiteboards

### Examples of in-the-moment adaptations

- adjust the level of challenge
- change your language
- clarify a task or provide steps
- clarify what 'good' looks like
- 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
- allocate temporary groups provide an additional scaffold
- use assessment as a teaching method
- use an analogy
- set an intermediate goal
- provide a prompt
- structure a group attempt before an individual attempt
- improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student)

BEFORE TEACHING

DURING TEACHING

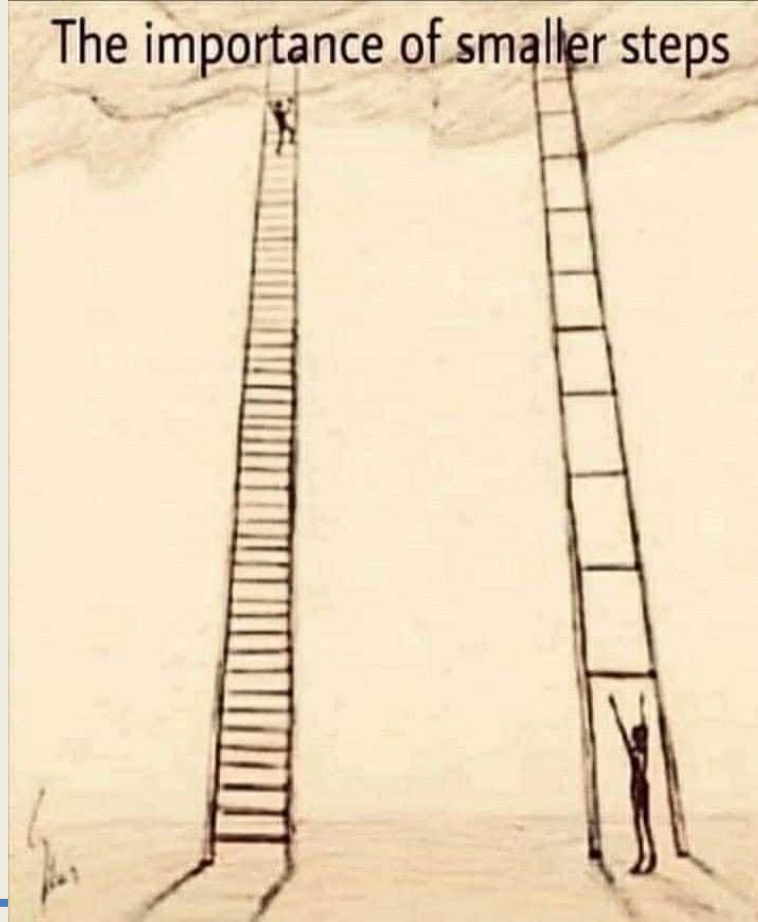
TELLS US WHAT TO ASSESS



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## The importance of smaller steps



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# Scaffolding (remember to remove it) (EEF - Mould)

Temporary supports that are **gradually removed** or ‘faded out’ as they become increasingly independent.

Monitor task, effort required, and (the) independent working time given as these can impact pupil effort, attention and persistence in the classroom

**High-quality teaching** is also crucial to the progress of pupils with SEND and the four-part cycle of “Assess, Plan, Do, Review” - **identifying barriers** and **developing strategies** to support **all pupils**, including those with adaptive teaching strategies sit firmly at the heart of (this cycle)

**Adapting planning prior** to the lesson and **adjusting practice during** the lesson”. Mould 2021 [EEF](#)

# Scaffolding - Questioning Example

<b>Heavy</b>	<b>Medium</b>	<b>Light</b>
<p>Inform the children of the question/s they will be required to answer.</p> <p>Model to children what a good answer looks like, emphasising answering in full, with correct English used.</p> <p>Give children extended individual thinking time, appropriate to the difficulty of the question.</p> <p>Give children time to think/pair/share with an LSA/ peer before the question is given. Allow children to write down answers on whiteboards.</p>	<p>Inform the children of the question/s they will be required to answer.</p> <p>Give children individual thinking time, appropriate to the question.</p> <p>Give children a selection of sentence starters to choose from.</p>	<p>Give children individual thinking time appropriate to the question.</p>





All Staff REAP Triads ▾

1 group · 1 person

Name

Last modified



Curriculum Planning

26 Jan 2023 me

Name

Last modified



File size



SEND LCO, RPI, DEH, VRO

3 Feb 2023 me

1 KB



Copy of REAP Triads planning proforma Make your own copy



KS5 HAPs

26 Jan 2023 me



EAL

26 Jan 2023 me



# What next?

Make a copy of proforma and complete as a triad - save in your area of Shared Drive

Decide your specific focus for your group

What does good practice already look like in your classrooms?

What do you want to Research and Explore next half term?

What might have the potential to make the biggest impact?

What research do you need to do?

When are you going to observe each other?

# Triad leaders

Make sure there is a clear focus

Everyone is contributing

Lesson observations set up

Communication with triad

Sharing ideas/research