

Welcome to our twilight

Warm up thinking question:

What are the differences between differentiation and adaptive teaching?



Adaptive Teaching

Aims:

- To understand what successful adaptive teaching is
- To 'debunk' the differences between differentiation and adaptive teaching
- To evaluate our current adaptive teaching pedagogy and plan for effective adaptive teaching

Why adaptive teaching?



'Good teaching for children with SEND is good teaching for all.' (EEF)

Ambition for all students

Adaptive teaching = Good teaching

2015 PISA results, "adaptive instruction" is one of the approaches most positively correlated with student performance. In fact, it is second only to ensuring students are from wealthy backgrounds!

Closing the disadvantage gap!

Adaptive Teaching - EEF (Mould 2021)

- High-quality teaching – **Adjusting, Adapting and Assessing** in the classroom – is of course crucial for the progress of **all** pupils
- While providing focused support to children who are not making progress is recommended, creating a multitude of differentiated resources is not
- Having a **full understanding of every child** is extremely important in adaptive teaching
- Adaptive teaching is synonymous with the kinds of “**quality, impactful teaching strategies**” (that are expounded) in the EEF’s guidance for SEN in mainstream schools (EEF, 2020)

~~Differentiation~~

Differentiation	Adaptive Teaching
Focus on individual students, groups of students	Whole class
Teaching 30 different lessons to 30 different students	Same lesson taught to 30 students
Different tasks - different expectations	Teaching to the top and scaffolding - reducing scaffolding over time - same high expectations for all
Different resources - 'dumbed down' curriculum - simplified - not rich	Providing scaffolds to those who need additional initial support in order to access the same ambitious curriculum and meet our high expectations.

SKS Learning and Teaching Policy

‘Every student at Seven Kings has the right to receive the highest quality education. They and the staff working with them should have high expectations and work to remove barriers to achievement.

All students at Seven Kings can thrive in an inclusive environment and make a unique contribution to the life of the school both inside and outside the classroom.

All students are entitled to a positive, meaningful and enriched learning experience

Every member of staff has a responsibility to meet the individual needs of all students

Having high expectations and levels of challenge when setting appropriate learning outcomes, classroom activities and home learning tasks based on individual needs; providing a quality learning experience for all

Teachers' Standards - Standard 5

Know **when and how** to differentiate appropriately, using approaches which enable pupils to be taught effectively.

Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how **best to overcome** these.

Demonstrate an awareness of the physical, social and intellectual development of children and **know how to adapt teaching to support pupils' education at different stages of development.**

Have a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language – and be **able to use and evaluate distinctive teaching approaches to engage and support them.**

The ECF - Standard 5

New teachers should learn that:

- 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.
- **Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.**

According to the ECF, new teachers also need to learn how to:

- Develop an **understanding of different pupil needs**, including by identifying pupils who need new content further broken down, using formative assessment and working closely with the SENCO and others.
- Provide opportunity for **all pupils to experience success**, including by **maintaining high expectations** for all and making effective use of teaching assistants.
- **Meet individual needs without creating unnecessary workload, including by planning to connect new content with pupils' existing knowledge or providing additional pre-teaching; building in additional practice; reframing questions to provide greater scaffolding; and "considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils"**.
- Group pupils effectively, including by applying high expectations to all groups, changing groups regularly, and ensuring that any groups based on attainment are subject specific.

Reflection Time

What methods do you use to 'adapt' your teaching successfully for all?

A great teacher is a readily flexible, ultra-adaptable 'chameleon teacher'. (Wallace and Kirkman 2014)



Research from the EEF

HERE COMES

THE SCIENCE BIT



1

Create a positive and supportive environment for all pupils without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's *Improving Behaviour in Schools* guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Cutting Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.



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‘Assessment should be regular and purposeful’

‘Use the information they collect to make a decision about the next steps’

How do you currently collect information about what all students understand?

Climate -Check - Challenge - Change



The power of cold calling & wait times

Created by Doug Lemov & Luke Talyer | Illuminated by @Inner_Drive | innerdrive.co.uk



Who is doing
retrieval practice
in the class?

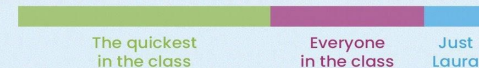
Laura*, what's the capital of Australia?



What's the capital of Australia, Laura*?



What's the capital of Australia.....Laura*?



* Other names are available

Reflection Time

What are the most effective methods you use in collecting information about learning?

How consistently are these methods used across your team?

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Ensure all pupils have access to high quality teaching

- **Checking and building on prior knowledge of ALL students**
- **Flexible grouping - push me - pull me**
- **Cognitive and metacognitive strategies - modelling**
- **Appropriate level of challenge - desirable difficulty**
- **Appropriate pitch - Comfortable - Stretch - Panic**
- **Worked examples and non-examples**
- **Explicit instruction: teaching skills and concepts in small steps**
 - **using clear and unambiguous language;**
 - **anticipating and planning for common misconceptions;**
 - **highlighting essential content and removing distracting information.**
- **Scaffolding - giving and removing when necessary**
- **Repeat and review**

Scaffolding (remember to remove it)

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

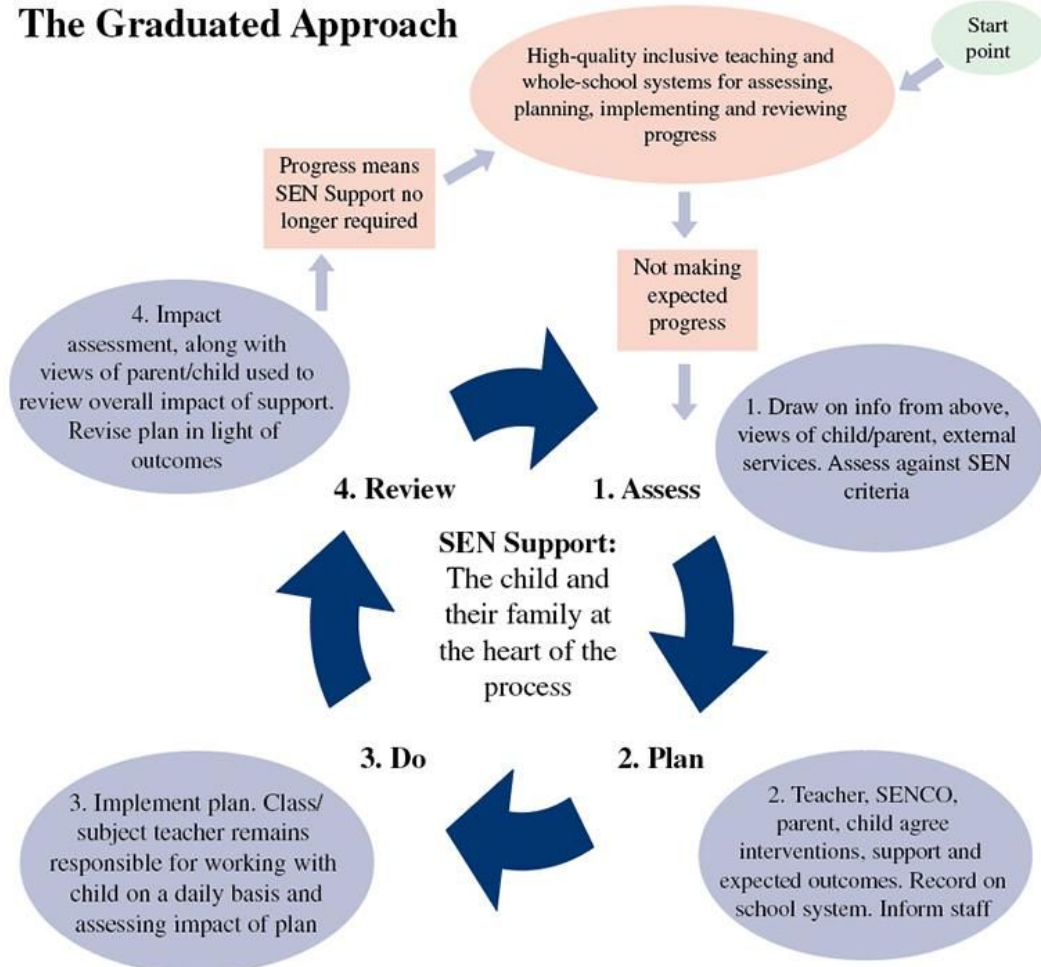
Monitor task, effort required, and (the) independent working time given as these can impact pupil effort, attention and persistence in the classroom

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](#)

The Graduated Approach



Reflection Time

Reflecting on the criteria for high quality adaptive teaching, what is currently an embedded part of your practice?

Which areas could you develop?

How consistently effective is the practice across your team?

What do you pledge to develop?

