

**RED LANE  
PRIMARY SCHOOL**



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# Adaptive Teaching Handbook

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# Teaching model

The teaching sequence and model is designed to support the sequential and structured curriculum and is designed to build knowledge over time.

Where pupils have gaps in learning, or are starting from a lower point, the sequence along with adaptive teaching practices are designed to build and secure knowledge as fast as possible but as slowly as is necessary in order ensure success.

## Teachers

- ✓ **Plan and Prepare:** to deliver well-structured lessons with clear objectives and appropriate materials.
- ✓ **Engage All Learners:** create an inclusive learning environment where all pupils feel valued and motivated to participate.
- ✓ **Differentiate Instruction:** adapt teaching methods and materials to meet the diverse needs and abilities of pupils.
- ✓ **Maintain Classroom Management:** establish and enforce consistent rules and routines to create a focused and respectful learning atmosphere
- ✓ **Use Assessment Effectively:** monitor progress through the lesson, providing timely and constructive feedback.
- ✓ **Promote Critical Thinking:** encourage inquiry, problem-solving, and higher-order thinking through open-ended questions and activities.
- ✓ **Communicate Clearly:** explain concepts in an accessible manner, using varied techniques to ensure comprehension by all pupils
- ✓ **Incorporate Technology:** use technology to enhance learning experiences and access to information.
- ✓ **Foster Collaboration:** use peer-to-peer learning to build teamwork and communication
- ✓ **Reflect and Adapt:** continuously evaluate lesson effectiveness and use adaptive teaching strategies to improve pupils outcomes
- ✓ **Promote a Growth Mindset:** support pupils in viewing challenges as opportunities for learning and personal development
- ✓ **Positive Behaviour:** Exhibit professionalism, empathy, and enthusiasm, setting a positive example for students

## Lessons

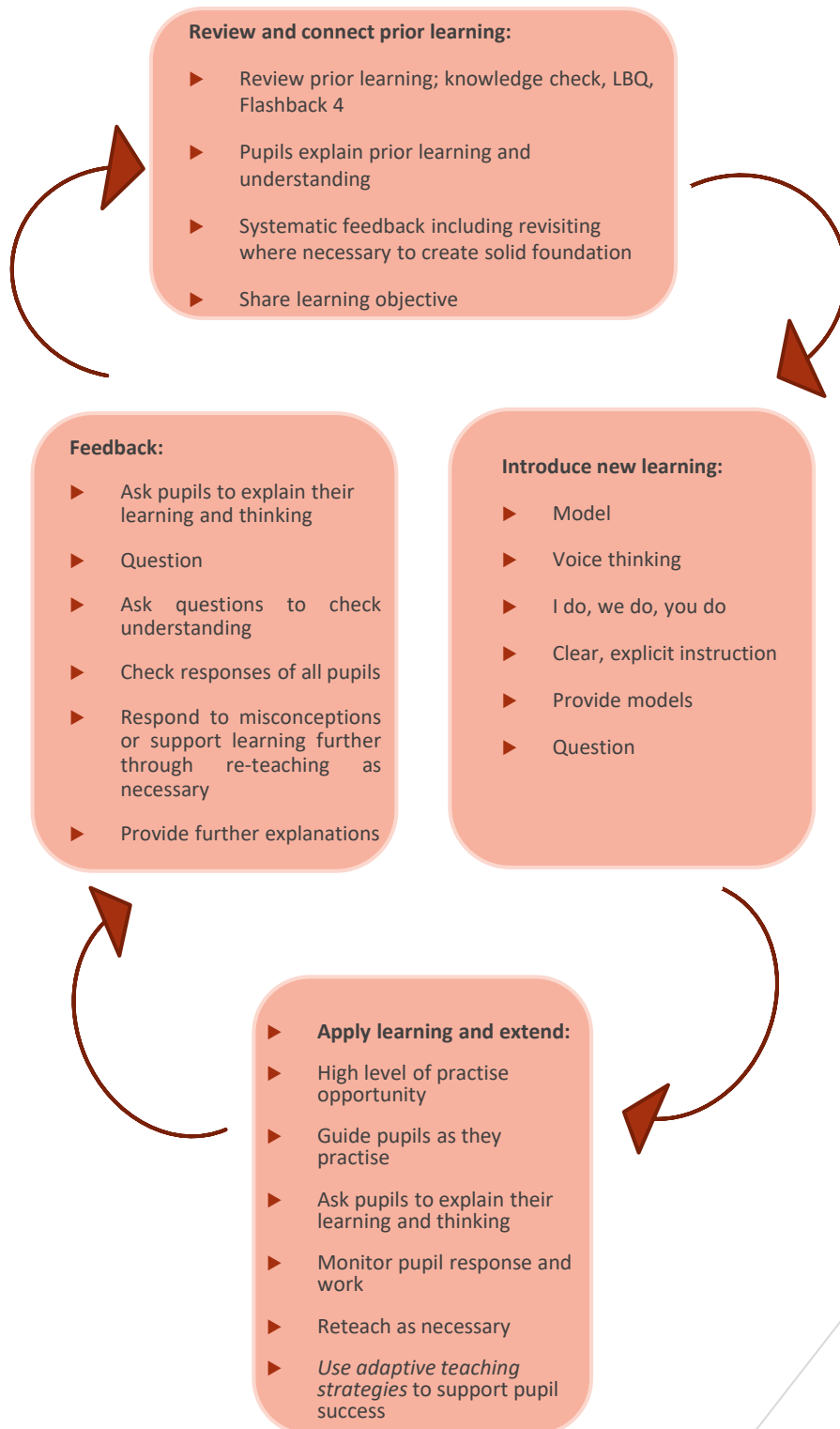
- ✓ Increase knowledge
- ✓ Develop basic skills
- ✓ Enhance communication and develop vocabulary
- ✓ Meet pupil's individual needs
- ✓ Offer first hand experiences where appropriate e.g. trips and visitor
- ✓ Make links across the curriculum where appropriate and sequenced
- ✓ Broaden and extend pupil experiences

## Learning Opportunities

- ✓ Are sequenced within the curriculum
- ✓ Have a distinct knowledge foundation
- ✓ Are purposeful, engaging and focused
- ✓ Use adaptive teaching and differentiated instruction to meet pupil needs
- ✓ Encourage pupils to analyse and apply new concepts and learning

# Teaching Model

The model below details the learning sequence within a lesson. It works in tandem with the school's approach to adaptive teaching. Many of the steps appear in more than one aspect of a the lesson.

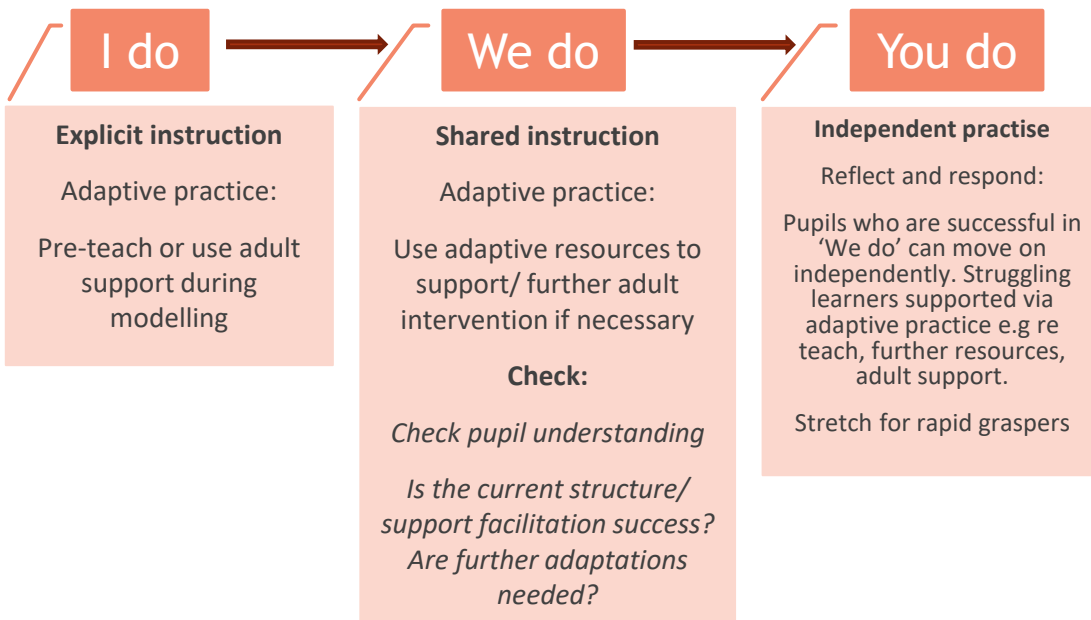
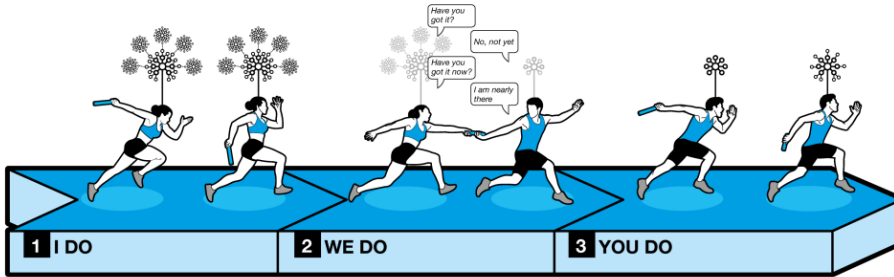


# Teaching - Instructional Model

**The teacher carries the baton – worked examples**  
Fully model how to complete a task or problem. Model it live, narrating your thinking as you write. Check students' understanding by asking questions about each step of the model answer. Provide a second fully worked example. Highlight the ways the new model is similar and different to the previous. Doing so will reinforce the main ideas of the solution/method.

**The baton handover – guided practice**  
The 'We Do' phase is key to successful modelling. Design guided practice tasks that obtain high rates of student success. Students should get a sense of how success feels while working towards independent practice. Gradually reduce the level of support to build towards independence. If students struggle, the handover will need to be longer – more guided practice.

**Students carry the baton – independent practice**  
Independent learning should only happen when there is enough knowledge in the room. Use check for understanding to ensure a high success rate – students answer approximately 80% of the questions correctly. In a mixed ability class, 80% might be more realistic over a series of lessons. During independent practice, students should recall knowledge from memory.



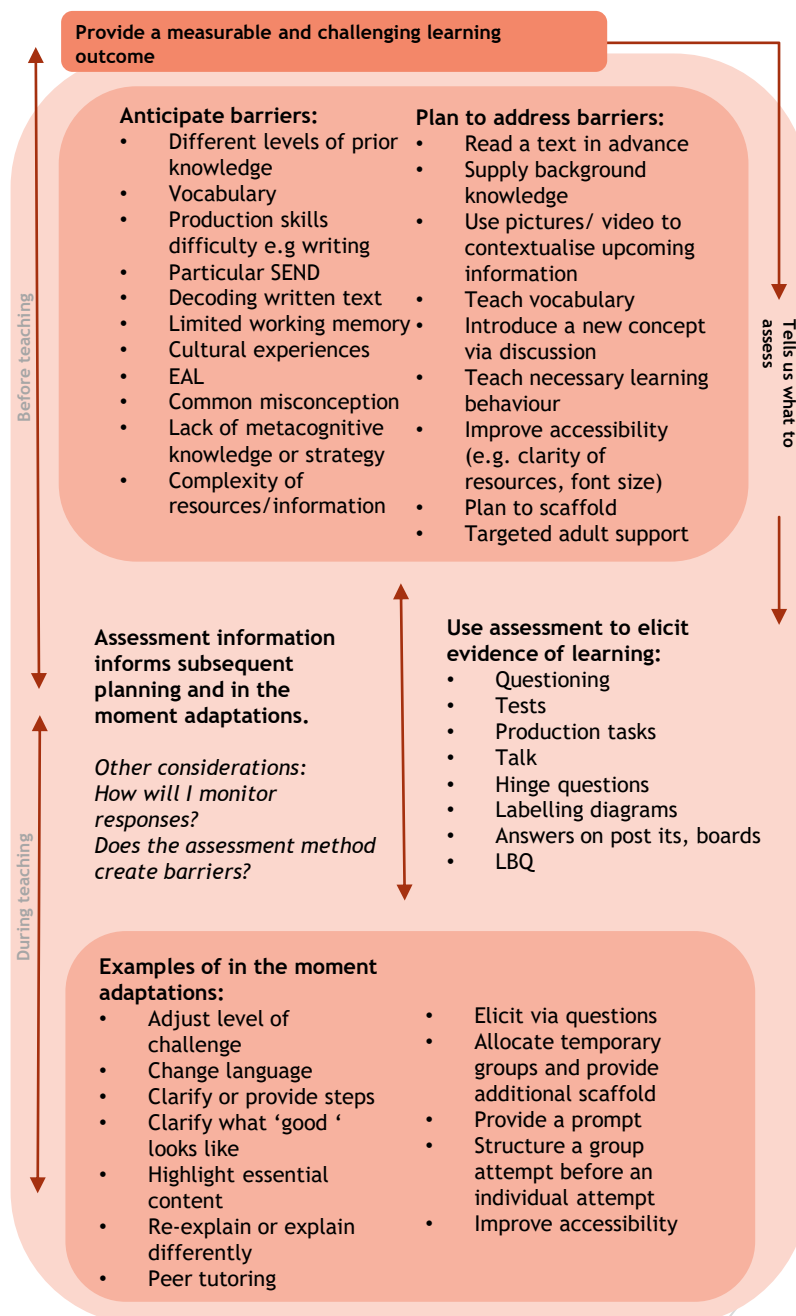
Before the lesson			
Lower ability/ struggling learners	Pupils with low reading skills	SEND pupils	EAL pupils
Do they need a pre-teach? Can they complete this when they arrive?	Do they need a keyword and definition list? Are they having 1:1 reading – could this be reading they will do as part of a foundation subject lesson or reading lesson?	What resources will they need to support them in successfully completing the task (task sheet, checklists, mind maps etc.)? Communicate with TA beforehand to co-ordinate effective support.	Do they need translated resources? Laptops?

During the lesson	
ENOUGH CORRECT	Practise, consolidate, move on
NOT ENOUGH CORRECT	Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding.

# Adaptive Teaching - overview

Adaptive teaching is an approach that recognises and responds to the diverse needs, abilities and learning styles of pupils. Rather than using a one-size-fits-all method, adaptive teaching adjusts instructional strategies, materials, and assessments to meet pupils where they are and guide them towards success. It involves ongoing assessment, flexibility, and personalised support, ensuring that every learner can engage meaningfully with the content. By embracing adaptive teaching, educators create inclusive classrooms that foster individual growth, encourage active participation, and empower pupils to take ownership of their learning journey. This approach not only enhances academic achievement but also builds confidence and resilience in learners.

## Model of adaptive teaching



# Adaptive Teaching - strategy overview

## Strategies to support and scaffold

- Adjust the level of challenge – e.g provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work).
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos).
- Use bold essential content from curriculum document.
- Re-explain a concept or explain it in a different way.
- Give additional (or revisit) examples.
- Use peer tutoring/collaborative learning (everyone must participate – give them roles).
- Provide additional scaffolds - e.g – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible.
- Set clear targets/expectations.
- Provide prompts/sentence stems – e.g provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload.
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g – child-friendly texts/media, where possible. When researching, use child appropriate websites.
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities).
- Provide vocabulary with visual images – e.g - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit.
- Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g use of mini-plenaries to check understanding (quick quizzes).
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.
- Pre-teach vocabulary, key content etc.

## Strategies to stretch and challenge

- Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.
- Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g – Use of History Pupil Leaders to develop love of History, questions to research for home learning, projects to complete for home learning.
- Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas.
- Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g – How.....Why.....What does this source tell us?
- Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work.
- Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g - analyse and interpret sources (questions – what's this? What can we say for certain? What can we infer? Does this new source strengthen, amend or completely change our thinking? What doesn't the source tell us?)
- Adapted success criteria/choice of task – offer a choice of tasks with a different level of challenge.
- Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g extend more able learners through open-ended questions when providing feedback.

# Adaptive Teaching - Maths

- ▶ Where possible, the whole class should be working on the same material and tasks should not be differentiated but instead increase in difficulty and depth.
- ▶ Pre-teaching allows some learners to familiarise themselves with new language
- ▶ Ensure worksheets are clear and learners are not overwhelmed by what is on the page
- ▶ Play games to consolidate new or tricky concepts
- ▶ Those who require extra support should have additional input prior to the lesson, be part of a more focused group to go through an activity and additional opportunities to practice.
- ▶ Use of visuals and actions can remind learners of the meaning of words
- ▶ Be flexible in delivery - it might not be necessary for all learners to be involved at once
- ▶ Ensure tasks are scaffolded so that learners can focus on the objective e.g. pre-write information which is non-essential (date/LO)
- ▶ Use of concrete resources e.g. beads, strings, counters etc.
- ▶ Careful use of additional adults or able peers to decode language in maths
- ▶ Give learners a target number of questions
- ▶ Help learners to practice fluency outside of maths lessons
- ▶ Have vocabulary available around the room, refer to this, rephrase questions if necessary. Use of working walls.
- ▶ Allow learners to 'draw' a problem, if this helps them 'see' it more clearly
- ▶ Incorporate some questions that appeal to a learner's interests
- ▶ Mark learners' work in the moment rather than at the end of the lesson
- ▶ Concrete, Pictorial, Abstract
- ▶ Simplify problems or questions

# Adaptive Teaching - English

- ▶ Make available a range of accessible materials including, for example:
  - ▶ Chunky pencils
  - ▶ Different coloured crayons
  - ▶ Individual whiteboards and pens for writing in different contexts
  - ▶ Pencil grips for pupils who need them,
- ▶ Some pupils may need more time to respond and more time to practise a task before they can go on to find creative solutions or ideas. An over-structured environment can reduce a pupil's ability to respond creatively, as can too much talk initiated and led by the teacher or teaching assistant, too much directive talk, or a lack of time to think of a response before a 'correct' or prompted response is given by an adult.
- ▶ Approach English concepts at a level of understanding that is appropriate, eg grammar may be better taught by modelling, rather than through the use of explicit and metalinguistic vocabulary, such as verbs, adjectives, subordinate clauses, which will confuse some pupils.
- ▶ Use visual aids or other concrete supports when dealing with abstract topics - for example, teaching about rhythm in poetry through clapping and pacing.
- ▶ Film and video are powerful tools to support English learning, particularly in relation to storytelling and the study of literature. Deaf pupils and pupils with speech, language and communication needs may require subtitles to gain full benefit from these media.
- ▶ When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama - eg to explore a scene from Shakespeare, or build sound collages for a poem.
- ▶ In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character
- ▶ Use activities involving drama skills such as hot seating. In drafting, eg for writing a persuasive text, use role-play as part of the preparation.
- ▶ Summarise sequences of events through mind maps, spider plans, role-play, drama etc.
- ▶ Use symbols, pictures, puppets etc to support understanding of character, setting and story events.
- ▶ Allow pupils enough time to complete reading and written tasks with appropriate support, eg a small group writing session or a one-to-one reading conference
- ▶ Make sure teaching assistants understand the topic they are supporting, have the required subject knowledge, and have read any text being studied.
- ▶ Introduce key vocabulary explicitly and ensure this includes verbs as well as nouns
- ▶ Highlight key words for the main message of the text. These could be individual words, but will more often be phrases such as persuasive language, noun phrases, or character portraits
- ▶ Be aware that metaphor (for example, in poetry) and irony can be interpreted literally by some pupils (including those on the autistic spectrum), creating confusion and/or misunderstanding.
- ▶ In drama, explore non-verbal as well as verbal communication, and make use of drama techniques, such as mime, mirroring or tableau (which require no words), or soundscapes (which require no physical movement).
- ▶ Use paired talk before and during activities such as shared reading/ writing. This gives pupils the opportunity to reflect on and discuss ideas, before offering them in these contexts.
- ▶ Make sure pupils know the purpose of the activity, eg that using interesting vocabulary in a story or descriptive piece helps the reader picture things more. Some pupils will only need to provide one or two examples of appropriate or lively vocabulary in their writing to fulfil the task.



# Adaptive Teaching - Science

- ▶ How can you focus pupil attention on the new content? For example, learners could observe and explore a stimulus to hook them into the new learning. This could be an object, a model, or an image. Encourage pupils to ask questions about their learning and build in opportunities for small group and whole-class discussions. Oracy-led sessions, with visuals to support the access of all pupils, can enable you to build on and extend scientific thinking.
- ▶ Plan small group teaching opportunities, for example whilst pupils who have already met an objective are doing enrichment activities independently, dedicate time to conference with and/or provide additional learning opportunities for learners working towards the learning objective.
- ▶ Meticulously plan, and always test practical experiments before the lesson. Use your practice to create step-by-step instructions, which you can then modify with visuals and/or more precise steps for learners needing additional guidance.
- ▶ Create opportunities to pre-teach, providing some learners with the opportunity to learn new vocabulary and concepts in advance of a lesson in a small group setting.
- ▶ Provide topical word banks and picture cards that the learner can point or refer to when explaining scientific processes.
- ▶ Ask teaching assistants to collate word/picture banks on a mini whiteboard/paper with the learner during the teaching input to support their independent learning activity.
- ▶ Provide word banks that are accessible throughout the science topic. Encourage learners to tick the words they feel confident with to help target language that still needs support,
- ▶ Identify possible misconceptions that learners may have, and plan for how you will address these in the lesson.
- ▶ Provide learners with worked examples to use as a model whilst completing independent work.

# Adaptive Teaching - History

- ▶ Communication-friendly strategies: Make it visual: add pictures to word banks to help all pupils access them, allow thinking time: always allow thinking time when you ask a question, even before pupils talk to their partner (think, pair, share), when pupils need further support, offer forced choices
- ▶ To 'scaffold' speaking or writing, eg using sentence starters, writing or speaking frames that focus pupils' attention on key pieces of information. Writing or speaking frames can be used to provide prompts and support, eg when working with sources pupils could use, for example: - This tells me... - In this picture I can see... - This suggests... - I think it was made/drawn/ written in... because... - Both sources say... - The sources are different in these ways....
- ▶ Stories are very helpful ways of teaching history: " Narrative can help all pupils, including those with learning difficulties, to make sense of events. Pupils benefit from taking part in, for instance, card sort type activities, using photographs, audio sources, and pictures which tell a story to show how a historical event unfolded. Pupils can tell and retell the story, and in doing so develop an understanding of change, causation, continuity, similarity and difference etc.
- ▶ Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for pupils with learning difficulties. Symbols may need to be provided, for instance for artefacts from Victorian times.
- ▶ Allow a choice of outcomes to meet the same objective so pupils can choose the form that best shows their ability – eg for a piece of homework about understanding the causes of the Great Fire of London, pupils might produce/ complete a: labelled map, causation diagram, storyboard, role-play, essay, audio recording/video, electronic presentation, or cloze procedure.
- ▶ New vocabulary should be planned for and taught in context. Model using new words in a sentence and give learners time to practise them in context.
- ▶ Build opportunities to develop attention and listening skills with the whole class. e.g. when feeding back answers tell the learner that they will be sharing their partners answer.
- ▶ Pre-teach. For example, if you are starting a new area of study on a Monday and know a learner will need more time to process it, find time for them to have any new vocabulary on the Friday before
- ▶ Guided groups - this can support learners to access the learning. Set the whole class off with the task and then work in a guided group to support learners, address misconceptions etc.
- ▶ Resources - think carefully about the design of any resources to ensure that it meets individual learners with SEN, such as increased text size, accessible font.
- ▶ Design resources with the end goal in mind, if you are asking learners to annotate a text have you left enough room to do this? Wider margins? Double spaces on the text?
- ▶ If your history lesson involves writing use of sentence starters can guide learners. Some learners benefit from verbally rehearsing answers before writing them.
- ▶ Multi-sensory approaches Ideas for visual learners include: summarising ideas in pictures, modifying visual sources to show changes, comparing visual sources from different times, explaining patterns in graphs, using visual timelines, using or presenting information in tables or diagrams, rather than unbroken text, storyboarding text,
- ▶ Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods: role-play, card sorting, modelling structures – eg pupils with role cards with different characters negotiate themselves into a line showing social order, and using the interactive whiteboard with pupil involvement.
- ▶ In this case, written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all pupils, eg: Churchill's wartime speeches or the memories of those evacuated in WWII, WWI poetry, distinctive sounds such as sirens for 'take cover' and 'all clear', songs, spoken interviews, and radio documentaries.
- ▶ Auditory methods (based on listening and speaking) are the most common found in history teaching. They are ideal for auditory learners but are also valuable for pupils with an SEN who find text-based work difficult.
- ▶ Use of visuals to support learning - word mats possibly used as pre-teaching by sending at home.
- ▶ Recognise that the language of history may be challenging and cause barriers for some pupils, eg: " the specific use in history of an everyday word, eg 'party', 'church', 'state' " the use of history-specific terms, eg 'chronological', 'artefact' " the use of abstract terms, eg 'power', 'belief'.
- ▶ Break learning into chunks. Ensure you mix teacher talk with partner talk.
- ▶ Plan to teach new history vocabulary explicitly in context to extend proficiency in technical vocabulary.
- ▶ Give learners movement breaks, this could be built into the lesson routine
- ▶ Clear routine and use of visuals to support the learning

# Adaptive Teaching - Geography

- ▶ Communication-friendly strategies: Make it visual: add pictures to word banks to help all children access them, when children need further support, offer forced choices
- ▶ Recognise that the language of geography may be challenging for many pupils – for example: ” the specific geographical use of everyday words such as ‘mouth of the river’, ‘water table’ ” terms specific to geography, such as ‘erosion’, and ” terms like ‘climate’, ‘gradient’, ‘height’ or ‘distance’, which can create barriers for many pupils because of their abstract nature.
- ▶ Comparisons between places or peoples can create barriers for pupils with communication impairments, including pupils on the autism spectrum, because of the language needed to conceptualise how a place is the same as or different from somewhere else.
- ▶ Integrate movement and tactile learning - for example draw a big map on the playground; create puzzles out of maps - have two maps the same, laminate them and cut one up they children have to put together.
- ▶ Break learning into chunks. Ensure you mix teacher talk with partner talk.
- ▶ Build opportunities to develop attention and listening skills with the whole class. e.g. when feeding back answers tell the learner that they will be sharing their partners answer.
- ▶ Allow thinking time: always allow thinking time when you ask a question, even before children talk to their partner (think, pair, share)
- ▶ Give learners movement breaks, this could be built into the lesson routine
- ▶ Clear routine and use of visuals to support the learning
- ▶ New vocabulary should be planned for and taught in context. Model using new words in a sentence and give learners time to practise them in context.
- ▶ Pre-teach. For example, if you are starting a new area of study on a Monday and know a learner will need more time to process it, find time for them to have any new vocabulary on the Friday before.
- ▶ Guided groups - this can support learners to access the learning. Set the whole class off with the task and then work in a guided group to support learners, address misconceptions etc.
- ▶ Resources - think carefully about the design of any resources to ensure that it meets individual learners with SEN, such as increased text size, accessible font.
- ▶ Chunk map work - those with spatial skills difficulties will struggle to memorise a whole map so break it down into continents for example.
- ▶ If your geography lesson involves writing use of sentence starters can guide learners. Some learners benefit from verbally rehearsing answers before writing them.
- ▶ Make connections between geography and real life - it can spark a child’s interest in the study.
- ▶ Plan to teach new language explicitly. Emphasise and illustrate vocabulary.
- ▶ Prepare grids for recording information e.g writing frames – which can be helpful for some pupils.
- ▶ Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions.

# Adaptive Teaching - Art and Design

- ▶ Consider the practical layout of the room and seating. Do learners with a physical disability have the appropriate space to work? Do learners who struggle with fine motor skills have a broader resource base? Do learners with more sensory needs have access to adapted visual or auditory aids?
- ▶ Learners with fine motor skills difficulties: Consider using frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- ▶ Key vocabulary should be clearly displayed and used repetitively throughout lessons. Prepare grids for recording information, e.g. writing frames which can be helpful for some pupils.
- ▶ Learners will hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space. Discuss and display any key vocabulary together with its meaning. Practice saying them together.
- ▶ Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.
- ▶ Provide a word and/or picture bank for the learner to refer to during guided and independent activities.
- ▶ Provide visual word banks that are accessible to the learners
- ▶ Share information visually as well as through discussion.
- ▶ Allow sufficient talk time to encourage thinking and idea sharing
- ▶ Showing outcomes from the previous lesson's work can be a useful memory aid.
- ▶ Pre-teaching can be planned to ensure a learner or group has access to new vocabulary, information or resources before the lesson takes place
- ▶ Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.
- ▶ Allow movement breaks if and when necessary and give learners classroom jobs such as handing out a resource. This will support learners who struggle with self-regulation.
- ▶ Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach.
- ▶ Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.
- ▶ Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media.
- ▶ Introduce each piece of equipment - name it, explain what it does, model how it can be used or applied.
- ▶ Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher.
- ▶ Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.

# Adaptive Teaching - Music

- ▶ At times, music can create challenges for learners with sensory issues. This needs to be considered when creating an effective learning environment. Consider the practical layout of the room and the position of the learners. Will they be working with a large class or a smaller group?
- ▶ Consider the physical layout of the workspace. Will all learners, especially those with physical disabilities, be able to access resources and have the space to play an active part in the lesson?
- ▶ If the learner has literacy difficulties provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo. Also use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts
- ▶ Begin each lesson with a recap of key vocabulary - provide visual word banks that are accessible throughout the lesson. Provide word banks that are accessible throughout the science topic. Encourage learners to tick the words they feel confident with to help target language that still needs support,
- ▶ Consider potential unhelpful sources of distraction, such as over frequent changes of task or unstructured group work
- ▶ Use of ear defenders - Music lessons can be challenging for learners with auditory sensitivity.
- ▶ For learners with attention issues give learners a particular role in the lesson to keep them engaged and promote active participation.
- ▶ Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding.

# Adaptive Teaching - RE

- ▶ The acceptance that others have different views and that they have a right to hold and express them can present barriers for younger pupils and those with social, emotional and mental health difficulties (SEMH) or an autistic spectrum disorder (ASD). Many of these barriers can be removed by using multi-sensory approaches, eg through drama and role-play, visits to places of worship, or sharing special meals.
- ▶ Learning about religion can present barriers for pupils with complex needs because of the abstract concepts involved. For example, some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy. Drama, role-play, games and simulations, can develop understanding of such concepts.
- ▶ Recognise that the language of RE may be challenging for many pupils, eg: language used in religious texts may be difficult to understand and will need to be explained some vocabulary can have different meanings in different contexts, and metaphor, eg in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding.
- ▶ Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language. Some pupils (e.g. pupils with ASD) struggle with rule changing during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through.
- ▶ Digital image technologies, both still and moving, are valuable tools for teaching RE. Pupils can use image technology to support the writing process – eg creating a storyboard of pictures as a scaffold for writing a narrative about a moral choice
- ▶ Reducing reliance on memory. Pupils can become confused between the different faiths. It is often better to concentrate learning - and display - on one faith at a time, rather than try to follow a theme through different faiths. If the school's curriculum requires the latter, try to clarify the different faiths in displays and resources.
- ▶ Discussing misconceptions in RE prevents pupils becoming inhibited by fear of mistakes. Avoid a culture of 'right answers'. RE deals with belief and opinion. Some pupils may find it hard to see beyond a 'black and white' view of issues.
- ▶ Consider ways of supporting pupils' recall – eg use a digital camera to capture the stages of an activity or the sights of a visit for future reference. Images can also be used to build a visual or audio-visual record.
- ▶ The use of memory aids is encouraged. These can include wallcharts and posters, useful spellings, personalised dictionaries
- ▶ Pre-tutoring important RE vocabulary, concepts and/or processes, where appropriate
- ▶ Plan to teach new vocabulary explicitly at the start of a new topic. Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate.
- ▶ Teaching assistants prepare pupils to contribute to feedback sessions, where appropriate.
- ▶ Preparing grids for recording information, which can be helpful for some pupils.
- ▶ It may be necessary to present the same information in a range of different ways to aid understanding.

# Adaptive Teaching - MfL

- ▶ Tailor lessons to varying levels of proficiency by offering different tasks or texts for beginner, intermediate, and advanced learners.
- ▶ Provide additional scaffolding, such as vocabulary lists or sentence starters, for pupils who need extra support, while offering more complex challenges for advanced learners.
- ▶ Incorporate images, diagrams, flashcards, and videos to enhance comprehension
- ▶ Engage multiple senses by combining visual, auditory, and kinesthetic activities. For example, use songs, dialogues, role-plays, and physical activities to reinforce language acquisition.
- ▶ Encourage pupils to practice speaking, listening, reading, and writing through varied tasks, ensuring that all language skills are developed.
- ▶ Use language-learning apps, interactive websites, or online dictionaries to provide personalised practice for students at different levels.
- ▶ Tools like speech-to-text or translation apps can offer additional support for struggling learners while helping advanced pupils refine their pronunciation or grammar.
- ▶ Create tiered activities where all pupils work on the same content but with varying levels of complexity. For example, beginners might match vocabulary to images, while advanced students write full sentences or short paragraphs.
- ▶ Allow pupils to work at their own pace, providing extension activities for fast finishers and additional practice or review for those who need more time to grasp concepts.
- ▶ For pupils who are still struggling, allow brief use of their native language to clarify instructions or complex ideas, while maintaining a focus on immersion in the target language.
- ▶ Adapt cultural content to reflect pupils' diverse backgrounds, helping them relate to the target language's culture while comparing it to their own.
- ▶ Use culturally relevant examples to increase motivation and personal investment in the language.
- ▶ Incorporate real-life scenarios, such as role-playing conversations, ordering in a restaurant, or asking for directions, allowing students to apply their language skills in meaningful contexts.
- ▶ Use authentic materials (e.g., newspapers, videos, songs in the target language) at varying levels of difficulty to expose students to native language usage.
- ▶ Create a safe learning environment where students feel comfortable making mistakes, as errors are a natural part of language learning. Encourage risk-taking in speaking and writing without fear of judgment.

# Adaptive Teaching - PE

## Adaptive Teaching

### STEP

Black and Stevenson (2011)



PE SCHOLAR

S

#### Space

Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?

T

#### Task

Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?

E

#### Equipment

Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?

P

#### People

Can you change the group to increase or decrease the level of challenge/support to facilitate success?



# Adaptive Teaching - Computing

- ▶ Provide tiered coding assignments where pupils of varying skill levels can work on the same project but with different levels of complexity. For instance, beginners can focus on basic syntax, while advanced learners can tackle more complex algorithms or features.
- ▶ Offer multiple pathways for solving the same problem, allowing pupils to choose the approach that suits their level of understanding and comfort.
- ▶ Use learning management systems (LMS) or coding platforms that track individual progress and adapt the difficulty of exercises or tutorials based on each student's performance.
- ▶ Break complex programming concepts into smaller, manageable chunks, providing step-by-step guidance for students who need more support.
- ▶ Use scaffolded problem-solving techniques by initially providing more structure (e.g., pseudo-code, hints) and gradually reducing support as students become more proficient.
- ▶ Encourage peer tutoring, where more advanced pupils mentor those who are struggling with certain concepts. This approach helps both the tutor and the learner deepen their understanding.
- ▶ Use pair programming, where two pupils work together at the same workstation, allowing one to code while the other provides feedback, promoting collaboration and shared learning.
- ▶ Allow pupils to progress at their own pace, offering enrichment tasks for fast learners and providing additional review or practice for those who need more time to understand key concepts.
- ▶ Use self-paced coding platforms like Code.org, Codecademy, or Scratch that allow students to explore and learn at their own speed.
- ▶ Use block-based programming languages like Scratch or Blockly for pupils who struggle with text-based coding, allowing them to focus on logical structures without syntax errors.
- ▶ Incorporate hands-on activities with physical computing devices, such as microor Raspberry Pi, to engage learners who benefit from seeing tangible results of their code.
- ▶ Integrate adaptive learning platforms that adjust the difficulty level based on pupils responses and provide personalized feedback and suggestions.
- ▶ Use platforms like CodeHS or Replit that offer instant feedback on coding exercises, helping students correct mistakes and learn through iteration.
- ▶ projects or problems that they find meaningful or relevant, increasing engagement and personal investment in their learning.
- ▶ Use platforms like GitHub or Google Colab that allow pupils to collaborate on coding projects, track changes, and review each other's work, promoting a shared learning experience.
- ▶ Use visual programming tools and simulations to help pupils grasp abstract computing concepts such as loops, conditionals, and algorithms.
- ▶ Visualise data structures (e.g., arrays, stacks) and algorithms (e.g., sorting, searching) with interactive diagrams or animations, helping pupils conceptualise how these structures work.
- ▶ Use gamified learning environments, such as coding challenges, competitions, or reward systems, to motivate and engage students at different levels of proficiency.
- ▶ Incorporate coding games and challenges that progressively increase in difficulty, keeping students motivated and pushing them toward mastery.

# Adaptive Teaching - PSHCE

- ▶ Break down difficult or sensitive topics into smaller, more manageable discussions. Provide sentence starters or structured frameworks to help pupils who struggle with expressing their thoughts or feelings.
- ▶ Use prompts, visual aids, or scenarios to facilitate discussions. This can help pupils feel more comfortable and guide them through difficult conversations.
- ▶ Establish clear ground rules for discussions to ensure that all pupils feel respected and safe when sharing opinions or personal experiences.
- ▶ Use anonymous feedback methods (e.g., suggestion boxes, online polls) to give pupils who may feel shy or anxious a voice, allowing them to express their thoughts privately.
- ▶ Use role-play to help pupils explore different perspectives and practice social and emotional skills in a safe, controlled environment.
- ▶ Adapt the complexity of scenarios based on the needs of the pupils, offering simplified situations for those who may need additional support.
- ▶ Incorporate videos, infographics, and interactive presentations to explain complex topics like mental health, relationships, or online safety. This can help visual learners who struggle with abstract concepts.
- ▶ Use cartoons, posters, and illustrations to make abstract ideas more concrete and relatable
- ▶ one-on-one or small-group support sessions for students who may find certain topics triggering or need additional emotional support.
- ▶ Allow pupils to demonstrate their understanding through various formats, such as presentations, creative projects, written reflections, or discussions. This ensures that all pupils can engage in a way that suits their strengths.
- ▶ Provide quiet spaces or reflection areas for pupils who need time to process their thoughts or emotions during lessons on challenging or sensitive topics.
- ▶ For pupils who may need additional support with social skills, use social stories or real-life scenarios to help them understand and navigate complex social situations.
- ▶ Break down social situations into clear steps or actions, making it easier for pupils to understand appropriate behaviours or responses in different settings.