



ILLUMINATE MINDS TRUST

Adaptive Teaching & Learning

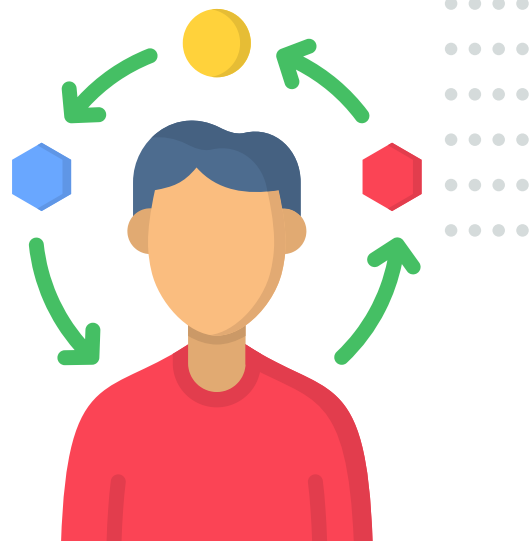


'EXCELLENCE EVERY DAY'

What is Adaptive Teaching Learning ?

Building on Knowledge and Prior Knowledge

The **Early Career Framework** explains that knowledge or more specifically prior knowledge is one of the most crucial factors influencing a person’s ability to learn. When pupils are introduced to new ideas and concepts they try to make sense of them by relating back to what they already know. The ability to recall previously learnt facts from memory assists the acquisition of knowledge.



Responding to strengths and Weaknesses

Adaptive teaching is an approach to meet the learning needs of all pupils. The goal is to respond to each pupils' strengths and weaknesses.

A key element of this approach is to overcome any barriers to learning that may arise.

Use of Formative Assessment

- Adaptive teaching places a great emphasis on formative assessment.
- Are our assessments well designed to produce information that guides instruction?
- 3 STEPS:



Is Adaptive Teaching differentiation by another name?

Previously, the term **‘differentiation’** was most commonly used to refer to the ways teachers **adapted teaching for different pupils**.

‘Adaptive teaching’ encourages teachers to **provide focused support to children who are not making progress** as opposed to creating a multitude of differentiated resources.

Differentiated Instruction

- Identifies student differences in advance
- Grouping and lesson planning occurs before teaching
- Prepares specific materials and activities for student groups
- Student groups often remain static
- Primary focus on accommodating different readiness levels



Moving from ‘differentiation’ to ‘adaptive teaching’

Provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of teaching assistants.
- Historically we created 3 different tasks for different abilities or we differentiated by 3 different learning outcomes.
- High quality teaching for everyone reduces the need for differentiation.
- Different tasks or lowered expectations rarely have a positive impact.

Adaptive Teaching: how do we start?

- Adaptive teaching is based on the idea that every student is different and that their learning needs vary.
- Teachers who practice adaptive teaching understand this and work to create a learning environment that is tailored to the individual needs of each student.
- To do this, teachers need to be aware of the different factors that can inhibit a student's ability to learn and develop approaches that enable students to learn effectively.



Examples of Adaptations During Lessons

- Reduce the language to make it more accessible to students
- Provide step-by-step instructions to assist with understanding, this may be a mini-schedule or task breakdown
- Model an example so pupils have a clear understanding of expectations
- Highlight 1 or 2 key concepts that the pupil needs to know to access future learning
- Elicit responses via questions to promote critical thinking
- Allocate a TA to a dynamic group to address misconceptions or keep pupils on track
- Set intermediate goals to break down larger tasks into manageable parts
- Provide prompts to help students get started on a task
- Structure a group attempt before an individual attempt to build confidence
- Improve accessibility, for example, by sitting closer to the speaker, increasing the visibility of the whiteboard or reading text to students with visual impairments

What is Quality First Teaching?

One of the most important aspects of adaptive teaching is that it builds on, or can be seen as an evolution of differentiation. Adaptive teaching seeks to address some of the concerns around the use of differentiation.

The danger of permanent in-class groupings is that they result in lower expectations for pupils. Labelling a group as “the bottom group” and giving them a different task without considering their specific needs and abilities can be detrimental to their learning.

It is also not helpful to provide overly elaborate approaches that do not support the majority of pupils. Providing multiple levels of tasks with different worksheets for every lesson is not suitable.



“So let me get this straight: we’re behind the rest of our class and we’re going to catch up to them by going slower than they are?”

- Bart Simpson on differentiation.

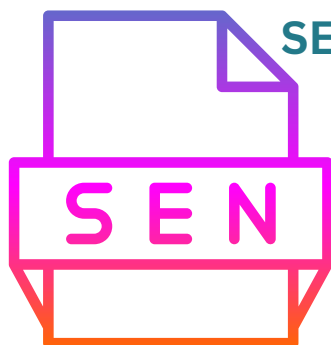
Understanding The Needs of Your Students

Adaptive teaching requires teachers to have a deep understanding of the developmental stages of students. Teachers must also have a clear understanding of the needs of all students, including those with special educational needs and disabilities (SEND), and those with English as an additional language.

Teachers must be able to use a wide toolkit of teaching approaches to engage and support students.



What is Quality First Teaching?



SEN Code of Practice states that...

"All pupils should have access to a broad and balanced curriculum. [...] Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum."

Quality First Teaching

The Code of Practise page 99, section 6.36 and section 6.37 states that -

- 1) Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- 2) High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Some pupils may just be behind the average level of their peer group, but would be making some progress. These pupils should make good progress with quality first teaching and effective classroom practise and may need teacher directed class based interventions.

Responsibility for reasonable adjustments

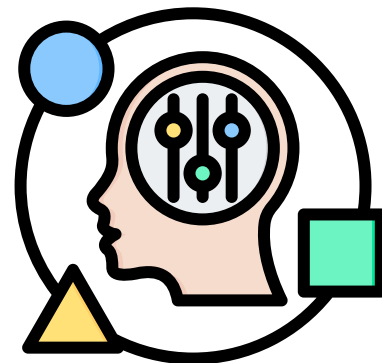
Schools must ensure that no existing pupil is discriminated against in the manner in which education is provided, the way that pupils are able to access facilities/services, or through excluding a pupil or subjecting them to any other detriment. Many of the reasonable adjustments that schools are already making for pupils undoubtedly include the use of some auxiliary aids, such as coloured overlays for dyslexic pupils, pen grips, adapted PE equipment, adapted keyboards and computer software.

The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils. Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff. The fact that a disabled pupil has SEND or EHC Plan does not take away a school's duty to make reasonable adjustments for that pupil

Adaptive Teaching Strategies

Adaptive Teaching Strategies

- Ask probing questions: Use formative assessment techniques like hinge questions to quickly gather data on student understanding.
- Circulate and observe: Move around the room while students work to listen, look at their progress, and identify any points of confusion.
- Conduct quick checks: Do occasional pulse checks through thumbs up/down, short quizzes, or exit tickets.
- Review student work: Spot-check written work, projects, and problem sets to identify areas students are excelling in or struggling with.
- Make assessments transparent: Share assignment rubrics, and exemplars and clearly explain assessment criteria.
- Gather student feedback: Check in with students frequently – what is making sense? What do they need to be clarified?



Flexible Grouping and Instruction

- Use small temporary groups: Form targeted mini-groups based on needs shown by assessment data, which can change daily.
- Pair students strategically: Match students who excel in one area with those who are stronger in another area for peer tutoring.
- Vary grouping methods: Have students work independently, in partners, triads, or as a whole class based on the goal of the activity.
- Have students lead: Appoint students to lead groups, with teacher guidance, to take ownership of their learning.
- Modify content strategically: Compact, supplement or enhance the curriculum for individuals or groups according to their needs without lowering rigour.

Strategies for managing an adaptive classroom environment

Strategies for managing an adaptive classroom environment:

Establish Routines and Procedures

- Set clear expectations and routines for things like transitions, discussions, and independent work time. Consistent structures allow more flexibility during instruction.
- Teach procedures for learning stations, centres, or menus so students can access choices and resources independently.
- Develop protocols for peer collaboration and group work norms so students can effectively work together.

Organise the Physical Layout

- Create flexible seating arrangements for both whole group and small group configurations.
- Set up “zones” in the classroom for different types of activities, like quiet reading areas or spaces for collaborative projects.
- Ensure needed resources and materials are easily accessible for self-directed student learning.

Managing an adaptive classroom

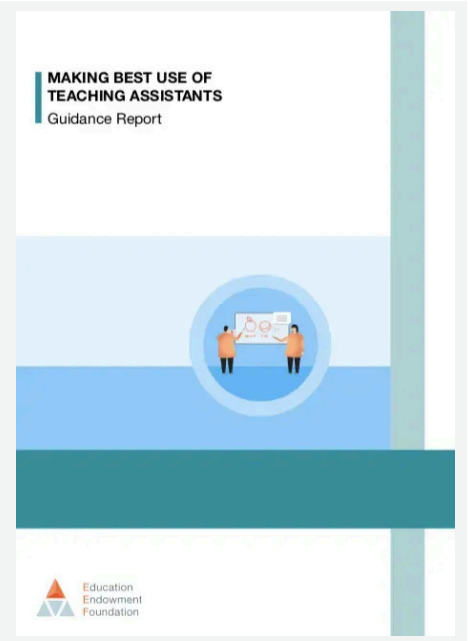
Create student independence and shared responsibility.

Routines, role assignments, and consistent structures are key to allowing teachers the flexibility to personalise supports amidst classroom activities. With practice over time, adaptive classrooms develop into well-oiled responsive learning communities.



Making Best Use of Teaching Assistants-Recommendations:

1. TAs should not be used as an informal teaching resources for low-attaining pupils.
2. Use TAs to add value to what teachers do, not to replace them.
3. Use TAs to help pupils develop independent learning skills and manage their own learning.
4. Ensure TAs are fully prepared for their role in the classroom.
5. Use TAs to deliver high quality one-to-one and small group support using structured interventions.
6. Adopt evidence-based interventions to support TAs in their small-group and one-one instruction.
7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.



Effective use of Teaching Assistants

- For a TA to be most effective, they should work as part of a team with the teacher, so that they supplement the teacher's work rather than replace it.
- It is the teacher's role to prepare and brief the TA about individual lessons.
- TAs are often able to spend more time than teachers getting to know the pupils they work with, so they have knowledge that can be used in planning and where possible this should be utilised.
- Support staff may work more closely with SEND learners and in particular those who have an EHCP, all staff must be familiar with Section E and F.
- There is sometimes a risk that pupils can become over-reliant on the support they receive from a teaching assistant. We always promote 'Provision not people'.
- Teachers should work with TAs to create strategies and provide opportunities for pupils to work as independently as possible, as this can have a positive impact on longer-term outcomes.

The Basics of Adaptive Teaching

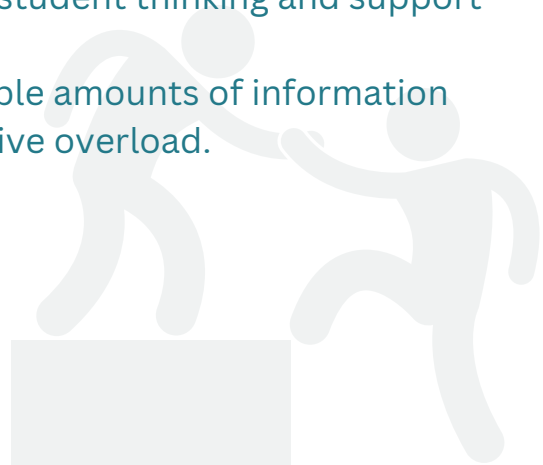
- Flexibly grouping students
- Continually checking for student understanding
- Modifying instructional methods and materials
- Providing individual feedback and scaffolds
- Designing enriching extension activities
- Ongoing assessment and data analysis

The teacher aims to create a student-centered classroom that addresses each learner as an individual with unique background knowledge, skills, interests, and learning preferences.



Scaffolding and Support

- Make goals transparent: Post learning goals, explained in student-friendly language, so students can track their own progress.
- Model expectations: Demonstrate what successful performance looks like, including thinking aloud the process.
- Give targeted feedback: Provide specific praise and constructive suggestions immediately during work time rather than waiting until the end.
- Ask leading questions: Use prompts to focus student thinking and support them in answering independently.
- Break content into chunks: Present manageable amounts of information using guided notes or slides to prevent cognitive overload.



How do we focus on the whole class?

CHECK, REFLECT, RESPOND

We must be continually assessing through our monitoring.



1 DAILY REVIEW

2 NEW MATERIAL IN SMALL STEPS

3 ASK QUESTIONS

4 PROVIDE MODELS

5 GUIDE STUDENT AND PRACTICE

6 CHECK STUDENT UNDERSTANDING

7 OBTAIN HIGH SUCCESS RATE

8 SCAFFOLDS FOR DIFFICULT TASKS

9 INDEPENDANT PRACTICE

10 WEEKLY & MONTHLY REVIEW



5 Principles of Learning

ASSESS ADJUST AMEND

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Good teaching for pupils with SEND is good teaching for all

FADING GUIDANCE



Anticipate barriers (Before Teaching):

1. Different levels of prior learning
2. Vocabulary
3. A particular production skill such as writing
4. A particular SEND need
5. Decoding written text
6. Limited working memory
7. Cultural experience
8. EAL
9. A common misconception
10. A lack of medical cognitive knowledge or strategy
11. Inherent complexity of resources information



What have we learnt?

SUMMARY

- Different tasks for different groups can be ineffective and can sometimes lead to lower expectations.
- Adaptive teaching allows the teacher to be responsive in their approach.
- Adaptive teaching relies on formative assessment and anticipating misconceptions.
- Adaptive teaching is more likely to succeed if there is:
 - * Knowing and “owning” our groups
 - * Targeted support
 - * Additional practice
 - * Modelling (I do, we do, you do)
 - * Breakdown content (chunking)

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need, thus producing equity.

Inclusion



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



Diversity is a fact.
Equity is a choice.
Inclusion is an action.
Belonging is an outcome.





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