Galmpton Church of England Primary School

Adaptive Teaching:

Principles and Practice Handbook

academy for character and excellence

What is adaptive teaching?

Adaptive teaching is about ensuring ***all*** children can achieve within a lesson. It is about the careful balancing of new content, so that pupils master important concepts across the curriculum. It is not differentiation, which is about creating distinct tasks for different children. Adaptive teaching is about being responsive to pupil's learning and adjusting teaching to match pupil need.

How do we achieve this at Galmpton?

Our curriculum is made up of **3 essential components**. We believe that children's academic knowledge is strengthened and embedded through character values and the explicit teaching of metacognitive skills. We believe these components cannot be separated if children are to make good progress and achieve our six outcomes (see cover) Whilst acknowledging that this holistic way of teaching is best, we understand that different learners need different provisions and practises in school. This document is aimed at all adults working with children who need adaptations to their lessons and interventions.

Teachers need to carefully plan for adapted teaching. This may begin at the beginning of a learning enquiry, where the enquiry question is worded differently to ensure the pupil can easily understand and access the key knowledge and skills throughout the enquiry. Teachers carefully consider the key stepping stones of knowledge across the enquiry and adapt learning organisers, the outcome and other essential knowledge and skills. Whilst completing the learning enquiry, teachers continue to adapt learning ensuring that both **proactive and reactive adaptations** are in place.

academy for character and excellence

Proactive Adaptation in action – How do we achieve this?

- Understanding the child, knowing their barriers, their story and their strengths. This is then supported by the everyday connected, trusting relationships built between adult and child. This is a pre requisite for any adapted teaching and is necessary to ensure an openness to learning with high levels of self esteem and self confidence.
- Through planning and formative assessment process, we consider how we will include and promote the independence and participation of all pupils *e.g. we have noticed that *Ben has excellent ideas and talk for writing. He can orally share rich and varied sentences. However, due to his difficulties in spelling, he struggles to get his ideas down in cohesive, accurate sentences. He can communicate his ideas well verbally but struggles to communicate in writing. The teacher will then consider whether a scribe, technology, including recorders should be used so that Ben can focus on his ideas.*
- Plan to be explicit in teacher modelling. This isn't always intuitive and is something that often becomes more natural through experience. How we explain and model how to do something is really important to enable children to learn new things *e.g. when teaching children about chronology in history in KS1, use cubes to explicitly represent periods of time or in shared reading sessions plan the vocabulary we are going to teach beforehand and know how we will define and explain this explicitly.*
- Read a text in advance- pre-learning with a TA/teacher, so child has a head start on content
- Supply background knowledge- pre-learning a skill that will be needed to access new learning e.g. bridging 10 to be able to add two 2-digit numbers
- Use pictures/videos to contextualise- words with pictures in sentence formation
- Teach vocabulary- pre-teach, or have TA support during input to ensure child understands this meaning. Model (TA says), repeat (child says), Meaning (adult defines using actions, examples) do (child acts out), explain (child explains what they were doing and the meaning). Consider precision teaching or use of mind mapping and technology for older children.
- Introduce a concept via discussion- talk about it first (TA)
- Teach necessary learning behaviour-model learning behaviour needed in order to learn and engage (explicitly)
- Plan to scaffold-plan in a couple of thoughtful questions, using knowledge of children.
- Prepare a model to share with – What does a good conclusion look like in science

1. **Resources should be easily accessible, so that children are not having to ask.** The practice of 'having to ask' is a huge barrier to children with additional needs. Be pre-emptive…

2. Ensure all staff know how to use the resources.
3. Plan for time to show children how to use the resources. This is invaluable and will ensure improved automaticity, independence and fluency.

4. Organise resources and ensure that these are familiar and consistent (this reduces cognitive load, as children become more automatic in use) e.g. phonics mats text, fonts and images should be the same as our read, write inc scheme, our letter join handwriting font and maths manipulatives should be the same as those used in worksheets or the white board.

1) Ensure to invest in own professional development around barriers to learning

- Be a learner! To teach others we need to be open to learn.
- Invest in and support others' learning e.g. subject leads can build a bank of adaptations ideas or model explicitly to others; and teachers can support teaching assistants by giving them opportunity to observe explicit modelling and questioning. The use of question stem lanyards can be a helpful prompt for teaching assistants too.

Reactive adaptation in action

1) Be attuned to children- use ongoing, formative assessment in the moment to enable we to scaffold learning effectively.

- Use questioning and explicit reference to activate prior knowledge *e.g. remember when we used a number line to add ones to hundreds, where we had to make the two jumps to bridge the ten (explicitly show method), now we are going to use this for subtraction; or in science (exploring opaque, translucent and transparent), remember when we learnt about light in Y3, and we recognised that an object can 'block the light' to form a shadow (model with an object and torch), we are now looking closer at this and can see that the light can be reflected, absorbed and refracted.*

- Reframing questions connecting to experience to improve access:

In shared reading…
Why did the little red hen 'eat all the bread herself?' Child has no answer or says doesn't know. We could reframe the question by relating it to their experience:
How would we feel if we had worked really hard to make some cookies and no one would help we, but they wanted to eat the cookies?
How do we think mum feels when she makes the tea on her own and nobody will help her, but is happy to eat the food?

- Think about chunking, learning in bite sized chunks (useful for own thinking too) e.g:

Learning to read a cvc word

Step one: know the sound each letter makes in that word

Step two: be able to say each sound individually (segment)

Step three: Be able to hear the onset and rime e.g. c- at when spoken by an adult and be able to blend back the word

Step Four: Be able to blend the word with adult support

Step 5: Be able to independently blend and segment the word.

- **Use Metacognition strategies aloud alongside our ACE thinking tools**

- **Model own thinking aloud**, this is often a natural approach in PE when teaching a skill, but often not so explicitly considered when teaching in English e.g. when teaching a child to blend and segment we would explain our thinking as we go*: in handwriting an 'a', I start at the bottom, lead in, up to the top, then curve round to form a c, then up, down and a flick or in up skilling a sentence in writing:*

'The house was silent'

Modelled narrative: Hmmm, I need to know more about the house, the subject of the sentence. House on its own is pretty boring- I want to know more. I need some description. Can I use an adjective or verb to describe more. Maybe the wrecked house, no I can choose a better word…hmmm… decayed. Yes that will affect the reader, they will know it is really rotten and broken. Decayed is a verb because it is an action, it is happening to the house! If I had used 'ancient' instead this would be an adjective. Maybe I could add to the verb decaying.how was it decaying? It was decaying slowly, no gradually (adverb)…

- Don't be afraid to deviate from the script and ensure teaching assistants are empowered to do this too (with a quick check in if appropriate)

Adaptive Teaching Essentials

All about adjustment! Think: Is it too challenging? Too easy?

1) Chunk it! Break down the task into easier steps
2) Clarify what 'good' looks like- explicit modelling
3) Reframe: Re-explain a concept or explain it in a different way- if a child doesn't get it, then find a way to explain so that they do- could involve visual or actually doing.
4) Elicit understanding via questioning

Checking memory: *What do we know about? Can we describe?*

Checking understanding: *Can we explain? Can we give a reason for?*

Checking application: *Can we demonstrate? Can we share with another?*

Adaptations to support Reading

- Pre teach vocabulary- practice reading the new vocabulary prior to learning
- Use Widget pictures to words
- Chunking to support comprehension e.g. stop reading after a sentence or two, looking for inferences or authorial word choice within sentence level, rather than reading an entire page or chapter.
- Reading aloud ensures reading is accessible and that all children have access to hearing quality, age appropriate texts
- Use drama or role play- act it out to support understanding and access e.g. act out how your body would move and respond to a *blustery wind*.
- Model good prosody (with expression and intonation) when reading aloud. Use gesture and facial expressions to convey feelings and actions.
- Make connections by talking about the book prior to reading. Children could look at the front cover, make predications and 'wonder' prior to reading. This can help draw on prior knowledge and experience.
- Taking turns with reading to support development of prosody and stamina. Adult reads one page or chapter and the child reads the next.
- Use Choral reading (where we read together at the same time and pace) and echo reading (teacher models, child repeats.
- Give time for re-reading. Have books available to encourage this.
- To support attention, use story sacks and props with children
- The use of a pointing finger or lolly stick to support children with eye gaze and tracking.
- Keep reading sessions short if children struggle with attention or plan in movement breaks.

Adaptations to support Writing

- Key questions written by adult in the thinking side, pre prepared vocabulary lists
- Adapted writing frame for thinking side
- Use of gesture, role play, drawing and actions to support understanding of new vocabulary and meaning.
- Use of widget (dual coding) pictures linked to text to ease the pressure on working memory.
- Use of word banks with pictures to support more interesting vocabulary usage.
- Use of writing frames, which give multi-choice or cloze
- Use of reader pens/recorders/talking white boards to support recording ideas for writing, predictive text, word banks, cloze and multi choice.
- Use of in the moment, live marking with school agreed symbols/codes to remind children of key skills e.g. finger spaces and punctuation.
- Use story maps with actions to support oral rehearsing but also memory. This chunks the content, making it easier to access and retain.
- Identify and build new vocabulary and phrases together to support writing. Adult to model the use of these and to have on the working wall.

- Rehearse new words- say it in a high, low, loud, quiet voice.
- Use new words in context and model explicit examples. Use an *I do, we do, we do* model here, allowing children to practice with support then on their own.
- Use of high quality questioning and partner talk- bounce ideas around together, model shared writing with mistakes, 'up-skilling', editing and redrafting.
- Say it, now say it better! Give children chance to say an idea and then revisit and rework-play with language.

Adaptations to support Science

- Key vocabulary displayed with pictures to support (dual coding)
- Use of concept cartoons (TR PDM Jan 24)
- Use of Explorify as visual aids to develop science skills -observaton, reasoning, investigating
- In the moment, teaching partners to create picture and word banks to support children during the teaching input
- Use of IT to support communication, sharing results, predictions, observations and ideas in science. Teaching partners could also scribe this.
- Use of maths manipulatives if maths is a barrier to science lessons
- Use of concrete resources and practical models to support learning in science
- Re-activate prior learning at the beginning of the session to support those children who struggle with retention.
- Use of word banks to support retention of specific scientific vocabulary
- Posters displaying second tier, process words used across subjects e.g. question, investigate, observe, predict…
- Use worked examples as a scaffold and model for children to support completion of independent work.
- Pre teaching of prior vocabulary
- Reframing questions and linking to prior learning and experiences to support a child to make connections in learning and to understand content.
- Chunk learning. Break it down to make it accessible and understandable.
- Use of questioning and probing to elicit understanding e.g. that's interesting, why do we say that? Can we think of an example of where that happens?
- Model we own thinking to support understanding of abstract concepts in science e.g. *I think that if I add another marble to the boat it will make it heavier (increasing the weight), so that the boat will sink.*

Adaptations to support History

- Adapted timeline (see progression in Chronology) limiting key historical events
- Historical texts adapted to reading age, including illustrations and chunked key information
- Use the learning wall to recap on prior learning, ensure this is accessible for child
- Allow additional processing time or time for discussion with teaching partner prior to the learning.
- Pre-teaching of vocabulary
- Visual prompts and use of widget (dual coding) to give meaning to words to ensure that text is accessible, but not overly 'simplified'.
- Think- pair –share. Con-constructing answers with peers or teaching partner.
- Use of sentence starters to support writing as a historian e.g. In the Stone Age they ate ……
- Use of sentence frames to support writing and communicating as a historian.
- Use of IT to record ideas in history and write using predicative text and multi choice options.
- Key vocabulary linked to images and up on wall available.
- Use of redrafting and the editing process to improve answers.
- Low stakes quizzing and reactivation of prior knowledge opportunities supports learning retention over time.
- Use of knowledge organisers or floor books as a supportive tool to explicitly define specific vocabulary.
- Use of cubes to support understanding of chronology and gaps between time periods for children who struggle with number.
- Build in practical hands on learning and experiences (e.g. using artefacts) to allow children to build understanding through context.
- Use of cloze for longer pieces of writing, allows focus to be placed on concept not literacy.
- Use of chunking to support attention and focus e.g. time to read, time to discuss, time to write but with pictures to support this (dual coding).

Adaptations to support Geography

- Use of concentric circles to ensure child knows eg… my street, my town, my county, my country, my continent etc
- Use the learning wall to recap on the geography learning enquiry
- Pre teach key geographical vocabulary
- Use of visuals to support concepts including modified maps
- Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly.
- Make use of pupils' own digital presentations − eg of a visit or field trip − so that everyone can contribute.

- Create accessible wall displays, including maps and plans and key geographical words.
- Use fieldwork and visits to develop pupils' understanding of different environments. They also offer many other possibilities for learning.
- Plan early to make reasonable adjustments to include pupils with disabilities on trips, whether local or further afield.
- Check the way marking used round the school, school grounds and any other centres is clear and in accessible formats (arrows, labels, symbols, Braille etc).
- Give out details of fieldwork in advance, and in appropriate formats.
- Digital photographs, line drawings and audio descriptions of key locations can be a great supplement to the fieldwork experience.
- Prepare pupils in how to use correct geographical terminology to identify and record the features of environments they visit.
- Plan to teach new language explicitly.
- Give pupils opportunities to answer open-ended questions − eg "Why did the river flood?"
- Take care with using analogies, including, for example, the use of cartoon imagery to illustrate social issues.

Adaptations to Support Art

- Physical disabilities, including poor fine motor skills, can make holding art materials and tools difficult, and may affect the learner's ability to control how they manipulate materials. This has the potential to be a source of frustration, so the tools available need to be carefully considered.

- Visual differences can impact how learners perceive their own artwork and that of others. Develop collaborative learning opportunities and partner work that are mutually respectful.

- Sensory sensitivities, particularly around touch, can impact a learner's enjoyment of and engagement with art and design activities. Use pre teach session to ensure materials are accessible for the pupil.

- Learning disabilities may impact a learner's ability to understand subject specific vocabulary or processes. Pre teach key vocabulary and offer fewer examples of key concepts.

- Encourage a culture of experimentation, with no one right way to do something. Art is a great opportunity to allow your learners the freedom to explore, create and develop new skills and confidence.

- Provide opportunities for 'process art' - open ended use of materials and inspiration with no expectation of the end result.

- Learners may benefit from pre-exposure to the content of the lesson so that they are aware of how much time will be spent on talking/listening versus practical activity, what materials will be used, and what to expect to achieve in the lesson. Previous learning enquiries and the learning wall can be used to support this.

Adaptations to Support Mathematics

- Consistency of mathematical language across the school is key
- Pre teach sessions to assign competency to learners in the lesson, building self esteem and confidence
- Breaking down a problem into manageable parts, adult or partner support for trickier areas of learning
- Use of concrete examples, using manipulatives such as blocks, counters, or other objects can help children understand mathematical concepts such as addition, subtraction, and multiplication.
- Explore pupils' preferred resources to understand thinking eg numicon, beads, counters, base 10 etc
- Use of the Maths working wall to share mathematical illustrations, diagrams etc eg fraction wall
- Use of maths mats on tables to support key understanding
- Manipulatives always accessible and easily accessed
- Use of diagrams to support mathematical understanding eg bar model
- Visual times tables mats accessible
- Key vocabulary recap prior to the lesson
- Simplifying the language used in maths lessons. Teachers can use clear and concise language, avoid using complicated words, and break down complex concepts into smaller, more manageable parts.
- Repetition is key to developing math skills. Providing plenty of opportunities for practice, such as through games or activities, can help children build their skills and reinforce what they have learned.
- Play recap games, building in retrieval practise is key