

Adaptive Teaching

The following 'Learn that' statements have been addressed through taught sessions, both in Whole School Issues and in Maths. The 'taught sessions' referred to below are maths specific sessions.

Learn that....

1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
4. 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.
5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.
6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.
7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

Corresponding Taught Sessions

Mathematical Thinking

How to Teach Adaptively in Maths

Learn How To....

Develop an understanding of different pupil needs, by:

- Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Identifying pupils who need new content further broken down.
- Making use of formative assessment.
- Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.

Provide opportunity for all pupils to experience success, by:

- Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.
- Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.

Meet individual needs without creating unnecessary workload, by:

- Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Making use of well-designed resources (e.g. textbooks).
- Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge
- Building in additional practice or removing unnecessary expositions.
- Reframing questions to provide greater scaffolding or greater stretch.

Group pupils effectively, by:

- Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed.
- Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.

HG adds: Adaptive teaching does not need to be overt. Signposting differentiation within a class can be detrimental to students' self esteem and add unnecessary workload. For us, I think this means that trainees need to be able to talk through with an observer the different needs there are in a class, showing awareness, sensitivity and that they understand how to respond. One particular strategy is having a balance of 'product' questions (where you just

ask for an answer) and 'process' questions (where you ask for the method) - that both were valid and appropriate for different learners.

Mentor Meeting Activity

- Ask your trainee to select a class. Discuss together the different needs within the class and how these can be supported. These should range from confidence boosting strategies (such as early check ins, targeted questioning) to support for learning (for example TAs, peer support, seating plans). Discuss how there can be issues specific to maths for example negative previous experiences/maths anxiety.
- Discuss SEND across the maths department and how these pupils are supported - a tool for this could be to review the presentations the cohort of trainees have done on SEND (trainees have the link or this can be requested from HG).
- Discuss mixed attainment teaching, and discuss how the phrase 'ability' can be unhelpful as it suggests a fixed state.
- Analyse one of the trainee's lesson plans through the lens of 'adaptivity'. Where are the scaffolds? Where are the opportunities to move on more quickly? Where are opportunities for additional practice? Where are the connections with previous learning?

Follow up Activity

- Trainee to observe maths lessons with pupils with SEND and discuss this with the host teacher. Look specifically at scaffolds and how the same resources are used flexibly/adaptively across the class
- Trainee to speak to SEND specialists in the school and consider how this advice can be actioned in a maths classroom
- Trainee to plan a lesson with actions/activities for a TA (even if there isn't one). The host teacher can then fulfill this role and the two can reflect on this after. Consider communication, prior sharing of ideas and best utilisation.