

Adaptive Teaching (Standard 5 – ‘Adapt teaching’)

Learn that...	Learn how to...
<ol style="list-style-type: none"> 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 	<p>Develop an understanding of different pupil needs, by:</p> <ul style="list-style-type: none"> • <i>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.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Identifying pupils who need new content further broken down.</i> • <i>Making use of formative assessment.</i> • <i>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.</i> <p>Provide opportunity for all pupils to experience success, by:</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.</i>

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.

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.*

Notes

Learn that... statements are informed by the best available educational research; references and further reading are provided below.

Learn how to... statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

Other key definitions can be found in the introduction.