

# Supporting the Teaching of Geography through the CCF



## CCF5: Adaptive Teaching (Standard 5 – ‘Adapt teaching’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
<b>Develop an understanding of different pupil needs</b>	Read the <a href="#">SEND Code of Practice</a> (pages 92-110 are most relevant to schools) and discuss any implications for pupils that you teach in one of your mentor meetings.	Use part of a mentor meeting to focus on the <a href="#">SEND Code of Practice</a> , with a focus on which pupils the trainee might need to break new content down for and how this can be achieved.
	Following discussions with your mentor, plan a lesson with the needs of specific pupils in mind.	Focus a lesson observation and offer feedback on how the trainee uses formative assessment to check pupils’ understanding (following a period of adaptive teaching).
	Shadow the school’s Special Educational Needs Co-ordinator (SENCO) and/ or other special education professionals for a day.	Liaise with the school’s professional tutor to arrange this opportunity.
<b>Provide opportunity for all pupils to experience success</b>	Observe how an expert colleague adapts lessons, whilst maintaining high expectations for all and analyse their approaches after the lesson.	Signpost a colleague within the school, where the trainee can observe best practice with regards to adaptive teaching.
	Meet with any support assistants that you have in your class and co-plan an activity, with the needs of particular pupils in mind.	Focus an observation and feedback on the trainees effective use of any support assistants in their class.
<b>Meet individual needs without creating unnecessary workload</b>	Use part of a mentor meeting to discuss ways in which you can meet individual needs, without creating unnecessary workload. Come to the meeting with strategies that you have observed/ used/ learnt or read about as part of your assignment 2 reading.	Dedicate part of a mentor meeting to discuss ways in which you can meet individual needs, without creating unnecessary workload.
<b>Group pupils effectively</b>	Discuss with the relevant expert (either your mentor or perhaps a curriculum member of SLT) how students are grouped in geography and the implications these groupings might have on teaching and learning.	Either discuss with or signpost a relevant colleague within the school with whom the trainee can analyse how students are grouped in geography and the implications these groupings might have on teaching and learning.

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