

Adaptive Curriculum

Pioneer INSET January 2025

Definition/ideas sheets up:
AC, AfL, Resources, Strategies

Aim: To ensure that adaptive teaching/curriculum has clarity for all and is in place across every classroom in Pioneer.

Outcome: Our Teaching and Learning Policy is updated with our shared understanding of the key terms and what it looks like in practice

Why are we doing this?

Natural evolution/constant cycle of practice review

Feedback from staff who have noticed the need in their class

New ideas from other schools

“Great curriculum – now show you know your children”

OFSTED ways forward

To ensure that all staff utilise effective 'assessment for learning' to adapt the 'strong collaborative Pioneer curriculum' effectively so that all groups of pupils in their classes can access the curriculum and make strong progress

-This includes support staff working with individuals/groups and the delivery of lessons from teachers.

What's the difference between differentiation and an Adaptive Curriculum? Surely it's the same thing by a different name??

- Differentiation is 3 distinct levels
- Sheets set at levels that children are directed to take
- Planning taken and delivered in the same way in every class
- Having one clear objective for all – aiming high
- Clear idea of what the learning task looks like (WAGOLL)
- Considering the barriers/scaffolds needed before the lesson
- Flexibility in the moment with readily available resources in the classroom

Differentiation

Discreet (3?)
levels of
work/'chilli'

Range of
Learning
Objectives –
all/most/some

Differentiated by
outcome or task

Adaptive Teaching

In the
moment -
adjustments

Same key
skill/knowledge
/strategy for all
children

Flexible
grouping

Develops
children's
metacognition
"I know this
helps me
learn"

Responsive

Assessment
for learning

Responds to
different
needs

Anticipating
barriers
before lesson

Adaptive Curriculum – what does it look like when its done effectively?

- What would a good lesson look like?



Lets practice ...

Remember...

One objective

Intent (expectation)

Scaffolding

Reactive - Assessment for Learning

This term we are learning about **Law and Power** in history!



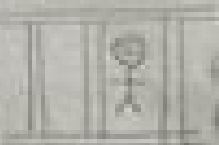
LQ: What was *Magna Carta* and why was *King John* asked to seal it?


Pupils should be able to explain:


- Why King John was seen as a tyrant.
- How the Magna Carta was sealed.
- The events leading up to it.

100. What was Magna Carta and why was King John asked to seal it?

Why was John seen as a tyrant?

①  King John imprisoned many people without giving them a proper trial, so people were often punished for no reason.

②  This ruthless man seized land all over the country so he had more power, wealth and money. However, the land owners lost their homes and money.

③  The greedy king had the nobility who he wanted to keep control of where the money went in England. At that time many people wanted to increase their wealth.

④ 

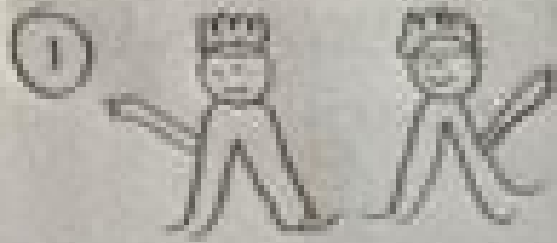
John was not a successful warrior and he lost lots of land in France. With this he lost power and money.

⑤ 

oppressive
This ~~ruthless~~ leader made laws banning everyone from hunting in the forests. This meant that many people could not eat. They were also fined if they were found to be breaking the laws.

the law.

How was Magna Carta sealed?



The Barons and royal men took over London and forced John to meet them at Runnymede in Windsor.

They made him promise to give back all the land he took, repeal unfair laws and agree to free men that were unlawfully in prison.

This agreement was recorded in Latin and sealed by King ¹ John. It was the first time a King had to follow laws.

What adaptations would you make to ensure that all pupils can answer the learning question/learning objective?

Examples of different learners in the class include:

- Children with good knowledge but poor motor skills
- Dyspraxic and find it hard to organise information
- Dyslexia
- Pupils working well below ARE in writing but may have good historical knowledge
- Pupils with good writing skills (grammar and spelling) but find it hard to retain knowledge

- Teaching backwards – what's your outcome? WAGOLL
- Consider what you would do against these reminders....

One objective

Intent (expectation)

Scaffolding

Reactive - Assessment for Learning

Vocabulary

- baron
- tyrant
- Magna Carta
- King John
- Seal



King Henry II
(father)



King Richard I (eldest son)



King John (youngest son)



When King Richard was away fighting in the Crusades....



His brother, John, seized power!

John claimed that Richard had died, which was not true.



Why was King John seen as a tyrant?

1



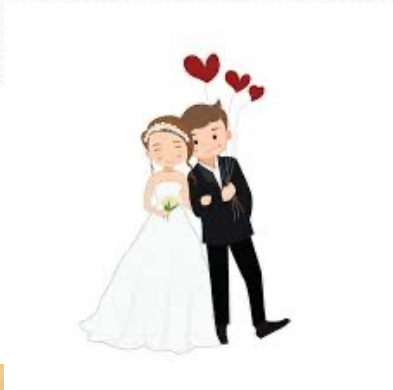
Useful words:
imprisoned, punished

2



Useful words:
seized, power, money,
control

3



Useful words:
nobility, wealth.

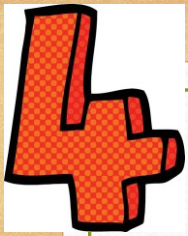
Structure:

King John..... so.....

This ruthless leader... this meant that...

The greedy king..... therefore....

The oppressive ruler...
consequently...



Useful words:
France, warrior,
successful



Useful words:
Laws, banned,
hunting, illegal

How was Magna Carta sealed?



Useful words:
Barons, royal men, London, Runnymede in
Windsor, retract unfair laws, return land,
free men unlawfully in prison, agreement,
Latin, Magna Carta.

Why was this significant?

It was the first time a king had been forced to follow laws.

Step for depth:

What was the impact of King John sealing the Magna Carta?

Adaptations that may be used:

- Chrome books
- Colourful semantics
- Word mats
- Vocabulary support
- Diagrams on mini-whiteboard
- WAGOLLS
- Paired work
- Scaffolds/structured organisation
- Sentence starters

Adaptive Curriculum teacher 'tool kit'

Resources:

Laptops for clicker – used and established in practice

- Visualisers
- Oral dictation
- Practical equipment that children are trained to access independently
- Knowledge organisers – key vocab being used
- Colourful semantics
- Communication in Print

Strategies:

- Assessment for learning (diagnostic questions/mini white boards/low stakes quiz)
- In the moment changes
- Reading aloud
- Use a diagram/analogy they can relate to
- Splinter/Flexible grouping
- Peer scribes
- Movement in the room to access the working walls and scaffolds available

Reflection

- What's changing?
- Clear high expectation
- WAGOLL
- LO/SC – experiment at SMV immediately evolve under the direction of HOS/Subject Leaders over next year
- How will you ensure it happens in your class?