

Adaptive Curriculum 'takeaway' resource

“Good teaching for pupils with SEND is good teaching for all”

Education Endowment Report on SEN in Mainstream Schools, 2021

Key strategies for teaching SEND Pupils, ensuring that all pupils have access to high quality teaching:

1. Flexible grouping

- Whole class teaching to allow access for all to the main concepts and objectives of the lesson. No child is given a ceiling. High expectations for all pupils.
- Use of talk partners to allow rehearsal of answers and peer support.
- Mixed grouping to allow peer modelling and peer support
- Specialised grouping to allow **scaffolding** for trickier concepts.

2. Cognitive and Metacognitive strategies

- Explicit teaching of techniques of how to memorise information.
- Teaching of subject specific strategies (eg methods to solve problems in maths, rhymes to remember the order of kings and queens in history, or mnemonics for spelling).
- **Metacognition** (the ways that pupils monitor and direct their thinking for learning) strategies explicitly taught – how to plan, monitor and evaluate their learning.
- Modelling of the teacher’s own thinking to help pupils to develop their **cognitive and metacognitive skills**.

3. Explicit Instructions

- teaching skills and concepts in small steps;
- using examples and non-examples (examples with errors to spot in them)
- using clear and unambiguous language;
- anticipating and planning for common misconceptions;
- highlighting essential content and removing distracting information.

4. Using technology to support pupils with SEND

- instructional programmes and apps—that provide instruction, modelling, or practice opportunities for a wide range of skills;
- non-instructional programmes and apps—apps that provide tools to aid learning, such as Clicker 7, note-taking apps;
- speech-generating programmes and apps to augment the communication skills of pupils with communication difficulties (Clicker 7, Word Speech to text tools).

5. Scaffolding and Adaptive Teaching

This refers to the **adaptations** you are making to your teaching to allow pupils to access the learning objective or complete a task when they are not able to do so independently.

The aim is to use scaffolding whilst **promoting independence**, removing the scaffolding when it is no longer needed.

Scaffolding support can be:

- visual
- verbal
- written
- practical tools (**kinaesthetic**)
- **Multisensory** tools

Differentiation versus Adaptive Teaching

Differentiation – planning different activities for different groups and individuals, depending on their attainment levels. This also refers to action you may take to remove barriers to learning.

Adaptive Teaching – teaching the class as a whole, providing scaffolding to ensure that all pupils can access the same learning objective and the same learning activities.

The idea with adaptive teaching is that teachers are able to have high expectations in their classroom, with less room for the students to ‘coast’ by tackling a ‘mild spicy’ task every lesson. It is a move away from the ‘bottom group’ always being seen as the ‘bottom group’ and being given ‘bottom group’ work.

Every student is pushed to challenge themselves. Where scaffolding is provided for students, the plan is that those students are working toward becoming fully independent learners.

“Adaptive teachers will have a deep understanding of the needs of their students. They will have a range of strategies at their disposal that can be used in a range of ways throughout a single lesson, including:

- Questioning, purposeful interventions, fostering quality discussions
- Planned learning activities that are appropriate for the whole class
- The ability to learn from and collaborate with other educators

From article ‘Differentiation Vs Adaptive Teaching’, Prospero Teaching, Nov 2022