**Adaptive Teaching Model**

**Plan to address barriers:**

* Read a text in advance.
* Supply background knowledge.
* Use pictures/video to contextualise information.
* Teach key vocabulary and define it.
* Introduce a concept via discussion.
* Teach necessary learning behaviour.
* Improve accessibility. Eg Resources
* Prepare models.
* Plan to scaffold.
* Plan how a TA will support.
* Explicit instruction
* Plan a measurable and challenging learning outcome for all.
* Plan steps for all to progress towards the intended outcome.

**Micro-adaptations** – sensitive, in the moment adaptations responding to pupils learning – before, during and after a task.

**Significant adaptations** – ensuring reasonable adjustments are made for students with SEND and significant needs.

During Teaching

Before Teaching

**Anticipate barriers:**

* Different levels of prior knowledge and understanding.
* Different levels of vocabulary.
* Different levels of skill e.g. writing skills, reading ages, reading skills.
* SEND.
* Limited working memory and cognitive skills.
* Different levels of cultural capital/awareness.
* EAL.
* Common misconceptions.
* Metacognitive skills.
* Complexity of materials.
* External factors.

**Lesson adaptations in the moment:**

* Adapt your language.
* Clarify a task and provide steps.
* Clarify what ‘good’ looks like.
* Highlight essential content.
* Give additional examples and non-examples.
* Use peers to explain and support.
* Increase/withdraw level of scaffold provided.
* Adjust level of challenge.
* Put into temporary groups with an additional scaffold.
* Adapt explanations.
* Set an intermediate goal.
* Provide a prompt.
* Structure a group attempt before an individual attempt.
* Improve accessibility. Eg Resources, read a text
* Questioning

**Assessment in the moment:**

* Questioning.
* Recall/retrieval activities.
* Tests.
* Productive tasks.
* Classroom talk.
* Hinge questions.
* Labelling diagrams.
* Using mini whiteboards to elicit understanding.
* Circulate the classroom looking at work.