The Early Career Framework provides a helpful explanation of why Adaptive Teaching matters:

- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing. targeted support to pupils who are struggling, is likely to increase pupil success.

As far as possible, make curriculum do the work of determining learning objectives, assessment methods and likely barriers. A wellplanned curriculum will reduce the teacher's need to make in-themoment adaptations. When additional adaptations are necessary, note that the strategies below are illustrative, not exhaustive, and that adaptations will need considering from a subject-specific point of

For an overview of strategies which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND, see the EEF's '5-a-day' approach:

https://bit.ly/EEF5aday

Provide a measurable and challenging Learning Outcome and use Progression Steps to chunk progress towards that outcome

ADAPTIVE TEACHING

Anticipate barriers

ORE

TEACH

DURING

TEACH

Plan to address them

- teach necessary learning behaviour
- improve accessibility (e.g. clarity of resources, font size,

Assessment information informs subsequent planning and in-the-moment adaptations.

Other considerations:

How will you monitor responses? Does the assessment method itself create barriers? There's a trade-off between quality of Information and practicality - be aware of this.

Use assessment to elicit evidence of learning

- labelling diagrams

Examples of in-the-moment adaptations

- re-explain a concept or explain it in a different way
- use peer tutoring

- structure a group attempt before an individual attempt.
- whiteboard, read a text to the student)

TELLS US WHAT TO ASSESS



