

## Appendix 1

### Understanding Adaptive Teaching

*Excellence as standard in the classroom*

- Students are likely to learn at different rates and to require different types of support from teachers to succeed.
- Seeking to understand students' differences, including their previous learning and barriers to learning, is an essential part of teaching.
- Adaptive teaching to ensure the active engagement of all learners in the classroom.
- A well-designed curriculum with structured components of learning will reduce the teachers need to make 'in the moment' adaptations.

#### Before teaching (Things to consider)

- What is the 'Big Question' that this component of learning is working towards?
- Have I checked and understood their previous learning through my review notes?
- What key vocabulary is vital to help with their understanding (Tier 2 and 3)?
- What is the base vocabulary needed and what challenge vocabulary is needed?
- What skills are vital to enable demonstration of learning progression and which skills enable greater depth for those students requiring more challenge?
- Have I read the SEN profiles?
- Have I adapted the resources to support all students?
- What key hinge questions have I planned for, and how will I check for understanding?
- Can I predict common misconceptions and plan on how to address them?
- Have I considered retrieval practice to move knowledge from short term to long term memory particularly for those with impaired working memory?

#### During teaching (Things to consider)

- Have I used questioning to check response to challenge and support students or groups of students to different levels?
- Can I be flexible with the way the students are grouped, moving students to work with particular students when needed (coaching tables)?
- Have I put in place the right level of scaffolding where needed?
- Can I clarify or break down a task into further steps when needed?
- Can I model practice to reinforce understanding?
- Have I used live marking to support students by stretching or supporting where needed?
- Can I use the information from my CFU activities to change the pace/depth of learning for some students?

#### After teaching (Things to consider)

Review the learning:

- by using strategies such as exit tickets
- What has live marking told me, and which parts of learning remain insecure?
- Have I made good progress through the activities planned, and did they give the right amount of challenge?
- Who has been absent and what work do I need to direct them to do to cover any gaps in knowledge?
- How am I going to amend my plans going forward accordingly?