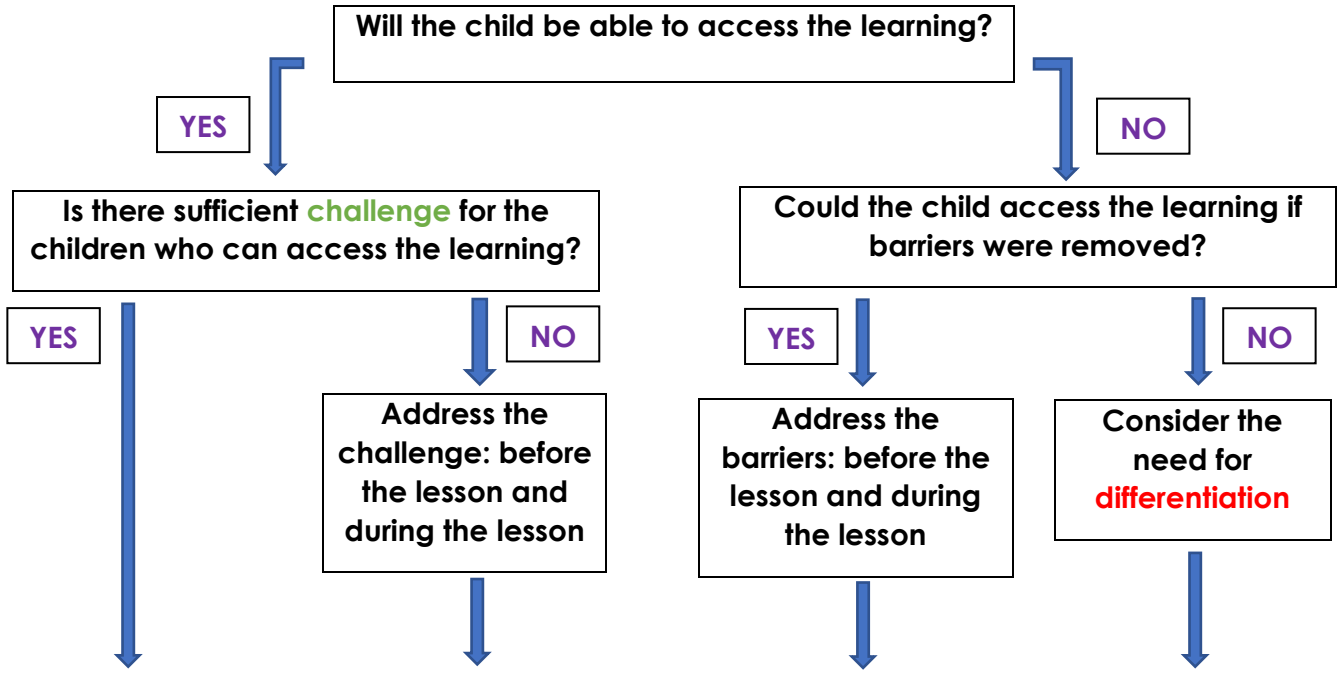
Inclusive Teaching through Adaptive Teaching



Inclusive teaching: 100% of children learning and having their needs met with high quality education, 100% of the time. Inclusion is aspiration, progression and success for ALL. "Truly inclusive teaching hinges on teachers using effective formative assessment to understand each student's learning in real-time" (EEF, 2021).

Adaptative Teaching and Differentiation

Adaptive teaching is a twofold approach in which prior to teaching, teachers identify potential barriers to learning through effective planning, and then during teaching, continually modify their instruction based on ongoing assessment and feedback, responding to pupils' learning needs in real time so that all learners are working towards the same learning outcomes. Unlike traditional differentiation, which often involves pre-planning different tasks for different ability groups, adaptive teaching is more dynamic and responsive. In having high expectations for all learners, 'teaching to the middle' becomes 'teaching to the top', where challenging and measurable learning outcomes are clarified and shared, with scaffolding for those who might require additional support to access the same ambitious curriculum.

There are two main approaches to adaptive teaching: **Proactive** and **Reactive**.

Proactive

Anticipate barriers before lesson → Address barriers before lesson. Decide if **Differentiation, or adaptations** are necessary

Reactive

Identify barriers during lessons → Adapt teaching/learning during lessons

PROACTIVE: Before lessons	
Anticipate Barriers	**Address Barriers**
• EAL needs • SEND needs • Behaviour needs • Different levels of prior knowledge • Limited schema • Lack of metacognitive knowledge or strategies • Previous common misconceptions • Cognitive load/limited working memory • Vocabulary barriers • Reading (decoding and comprehension) ability	• Look through books/previous learning and outcomes • Appropriate scaffolds (inc AI) • Improve accessibility e.g. font size, proximity to speaker • Provide pictures/visuals/widgets • Provide challenge prompts • Provide models/ worked example • Provide Success Criteria or S2S • Prepare resources for Working Walls • Prepare scaffolds/manipulatives • Prepare Visualiser • Provide knowledge organisers • Pre-teach e.g. vocabulary • Plan TA support • Plan guided groups • Plan seating arrangements/learning partners • Differentiate work/tasks with different outcomes and end points

REACTIVE: During lessons	
Identify Barriers	**Adapt Teaching and Learning**
• Check for children's understanding: • Questioning (probing and processing) • Cold calling/cold calling variations • Low stakes testing • Quizzes • Hinge questions • Multiple choice questions • Show me boards • Think, pair, share • Labelling diagrams • Adjust level of challenge • Live feedback/conferencing • I, We, You	• Re-teach/re-explain in a different way/method • Live modelling • I, We, You (back and forth) • Break learning into smaller chunks • Backwards fading • Clarify the task • Use analogies • Adjust language • Adjust level of challenge • Conference/provide live feedback • Provide further examples (WAGOLL) and non-examples • Provide additional scaffolds/manipulatives • Provide simplified worksheet (with same objective) • Adjust guided groups/create temporary groups • Adjust learning partners • Clarify success criteria/S2S and personalised targets • Use the visualiser • Celebrate mistakes (marvellous mistakes) • Consider positioning of children e.g. near whiteboard/teacher

After Lessons
Adaptations should be carefully chosen based on the specific barrier and may entail revised curricular goals. These adjustments need to be precisely targeted and proportionate; regularly reviewed for effectiveness using formative assessment; and ideally faded as the student develops knowledge and skills. Appropriate challenge for all children should also be regularly reviewed. Are all children being stretched and challenged at all times?

Why?	
Adaptive teaching and adaptations can:	**Differentiation methods can:**
• Reflect a graduated response – assess, plan, do, review • Provide a more inclusive approach to teaching • Allow teachers to teach to the top and use temporary scaffolds • Provide opportunity for all children to experience success • Support closing the gap • Meet individual needs without creating unnecessary workload • Address misconceptions leading to effective feedback and conferences given • Connect new content with children's existing knowledge • Integrate additional practice • Increase engagement • Provide opportunity to reframe questions to provide greater scaffolding • Allow careful consideration of how to intervene/conference in lessons with individuals and small groups • Provide opportunity for children to master important concepts • Be responsive and adjusted during teaching. • Allow flexible grouping based on specific needs. • Maintain high expectations for all pupils. • Often use the same high-quality tasks with varied scaffolding • Help ensure all pupils access challenging content. • Develop pupil agency, metacognition and self-regulation. • Provide a more sustainable approach integrated into teaching • Improve social outcomes by normalising diversity and support • Allow teacher time to respond to need • Build confidence for learners	• Be intensive at the planning stage • Frequently group children by perceived ability • Inadvertently lower expectations for some children, or create a watered-down curriculum • Make tracking progress difficult • Track some children into less demanding work • Lead to a teacher-centred approach to meeting needs • Increase teacher workload significantly • Impact behaviour and sense of belonging • Draw attention to differences with ability labelling • Restrict curriculum access and cause children to miss key curriculum content • Reduce opportunities for interaction, and effectively segregate students