



Adaptive Teaching



Every child learns differently. Adaptive teaching means that teachers focus on the whole class and adapt their teaching to make it appropriate for all students. At St. Peter's, we adapt our teaching to respond to the different strengths and needs of all our pupils, removing barriers to learning and allowing all our children opportunities to meet the expectations of the lesson.

Adaptive teaching involves setting the same ambitious goals for all students, but providing different levels of support. Following interventions and referrals to a range of services, class teachers use the individual recommendations given by professionals to support the needs of all our pupils. Teachers and the SENDCo meet regularly to assess the progress that our pupils are making and decide on any next steps.



The Education Endowment Foundation (2020) found strong evidence that improving high quality teaching for all students will improve outcomes for students with SEND.

The recommended strategies include:

- *Scaffolding*, such as a writing frame, that is gradually removed as the student becomes increasingly independent
- *Explicit instruction*, such as teacher demonstration followed by guided practice and independent practice
- *Technology*, which can assist teachers to model processes and present ideas visually, and can also provide technical aids for students, such as speech generating apps
- *Cognitive strategies*, such as chunking or memorisation techniques, can support students with SEND or breaking down tasks into smaller steps.
- *Flexible grouping*, where groups are formed for an explicit purpose allow teachers to set up opportunities for collaborative learning and to allocate different tasks to group members. Written tasks are not always necessary to show and develop understanding. At St. Peter's, our lessons can involve drama, discussion, arts or school visits.

At St. Peter's, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.



Adaptive Teaching in Geography



Making use of prior knowledge

This provides support for students when a new topic and new content is introduced.

Mind Maps/ Knowledge Retrieval

Activities such as these, and bubble and spider diagrams, can be used early in the teaching of a new geography topic to link the new and previous learning. They can also be used to provide a scaffold or framework for ongoing learning through the topic.

Teacher intervention/discussion

When students are working on an enquiry or task, the teacher takes the opportunity to work with groups/individuals to provide scaffolding through questioning and discussion.

The teacher probes their understanding, challenges their reasoning and explores whether they can explain the geographical ideas and concepts.

Chunking or Memorisation Techniques

This includes chunking or memorisation techniques such as 'Actions to Words' where pupils add movements to their learning to develop their vocabulary and knowledge.

Peer discussion

Groups can be carefully chosen with a view to providing peer-support and by getting pairs to work together.

Pre-taught and embedding vocabulary

The teaching of geography-specific terms and new vocabulary early and repeated allows students use this vocabulary and build a fuller understanding of its meaning in different geographical contexts. Each term, classes have books which are linked to the Geography teaching with attached vocabulary/glossary lists to develop our children's understanding.

Time for talk

Students need time to process new geographical ideas and information and it helps if they can verbally make sense of new ideas by talking about them with their peers.

Help sheets

These can be a checklist, visual examples or vocabulary sheets etc.

Grids and frameworks

In geography we use a variety of grids, forms and charts as scaffolding tools, for example:
Diagrams (such as flow charts) and outline diagrams e.g. the water cycle.

Demonstrating our learning in many ways

We include many different ways for children to show their understanding such as drama activities including 'Freeze Frame' and 'Hot Seating'. Each class also takes part in a fieldwork visit to bring our curriculum to life and give real meaning to our learning.