

Christ Church C of E Nursery and Primary School



Adaptative Teaching Strategies

Believe and Achieve – Crede et Consequi

AT CHRIST WE...

LOVE learning

ACT responsibly

WALK with pride and in excellence

Adaptive teaching at Christ Church focuses on tailoring instructional strategies to meet the diverse learning needs of all pupils. By recognising that each learner has unique strengths and challenges, teachers employ a variety of techniques, to ensure that all students can thrive.

This approach fosters an inclusive environment where pupils are empowered to take ownership of their learning, while receiving the support they need to succeed. Through adaptive teaching, Christ Church emphasises the importance of flexibility and responsiveness in the classroom, helping students develop a love for learning, while reaching their full potential.

This document has been developed in line with recommendations from the EEF Guidance Report – Special Educational Needs in School

Key principles of Adaptive Teaching for SEND at Christ Church

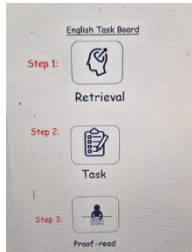
Adaptive teaching is about making adjustments to teaching methods, resources, and classroom environments to cater for the diverse needs of pupils. For pupils with SEND, this may involve:

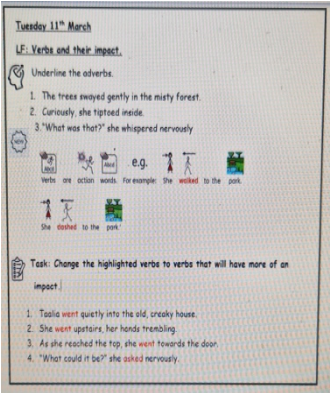
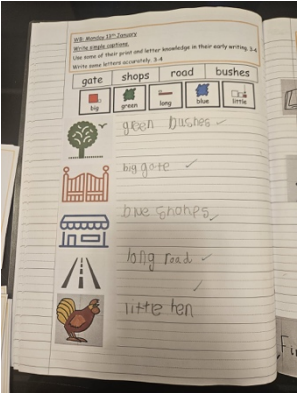
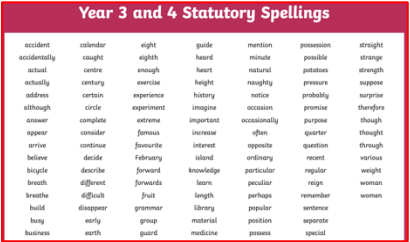
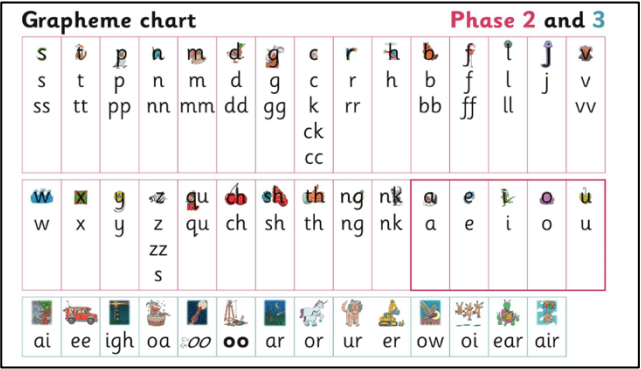
- Personalising learning experiences to meet individual needs.
- Using a variety of teaching strategies, technologies and approaches.
- Ensuring learning is accessible, engaging and challenging for all pupils.
- Providing scaffolding and supports (where needed) without diminishing the independence of the pupil. Scaffolds/supports which are put in place can be removed once pupils become confident.

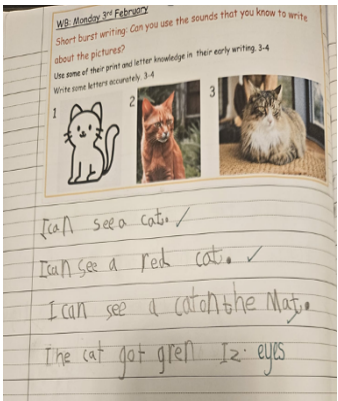
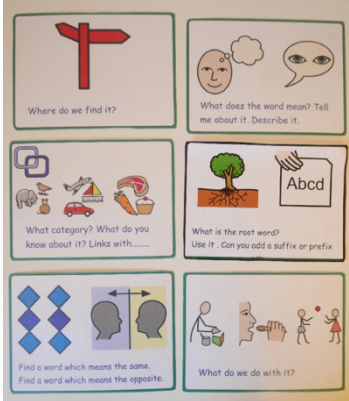
1. Organisational Strategies:

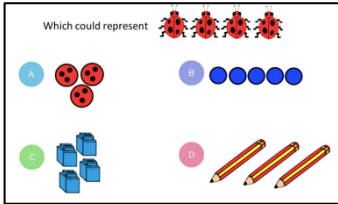
- **Flexible Groups:** changing groups regularly, guided groups, different levels together

2. Generic Strategies for all subjects

Strategy/Approach	Information	Example
Visual Scaffolds	Now and Next Board Simplified task planner with 2 steps	
	Task Planner List of steps for learner to take to complete task.	

	Widget symbols/noun project Images to support pupils understanding of key vocabulary	 
Written Scaffolds	Word Bank Key vocabulary Y1/Y2 common exception words Y3/4 and Y5/6 spellings Supportive steps	 Y1 proof-reading before marking. - Finger spaces between words. - Tall and small letters formed correctly. - Letters that go beneath the line are correct – g j p q y - Capital letters for names of people and places and days of the week. - No other capitals in words or middles of sentences. - Capital letter at the beginning of a sentence and a full stop at the end. Does the sentence make sense? - Question and exclamation marks in the right places. Have you spelt _____ and _____ correctly?
	Phonic Bank Sounds-write initial and extended code	

	Sentence Starters Useful sentence starters for pupils to use or complete.	 Exit Ticket Now, it is time to self assess your poem. <u>Next steps</u> I am good at... I need to work on...
Verbal Scaffolds	Sentence starters Supporting teachers/TAs explaining: - Hard things - Things better - How to fix mistakes	Let's look at this together... What have you done before, that will help you with this task? Don't forget, your work needs to include... If you get stuck, remember to use...
Pre-teaching	Involves teaching pupils' specific skills, vocabulary, knowledge, and concepts before they engage in a particular lesson, to help them access and understand the material more effectively	Example for pre-teaching vocabulary 

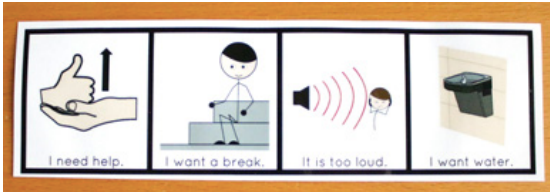
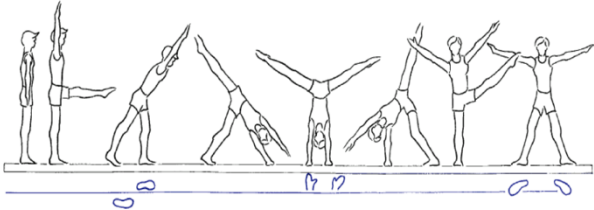
Multiple Choice Questions	These are multiple-choice questions which provide an immediate check of initial understanding and, when well designed, have wrong answers based upon common misconceptions. Rich discussion opportunities can follow	
Questioning	The questions we ask in lessons can provide us with rich information about the level of pupils' understanding and can be a very powerful diagnostic tool when used effectively.	Useful sentence stems: Give me an example of..., Which is the odd-one-out and why? Is this always, sometimes, or never true?
Mini-whiteboards	Quick way to assess immediate understanding. Gauge understanding of whole class at a glance Pick out misconceptions	

3. Subject Specific Adaptations

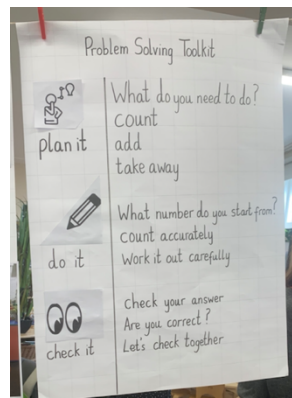
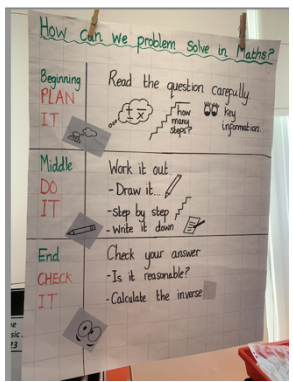
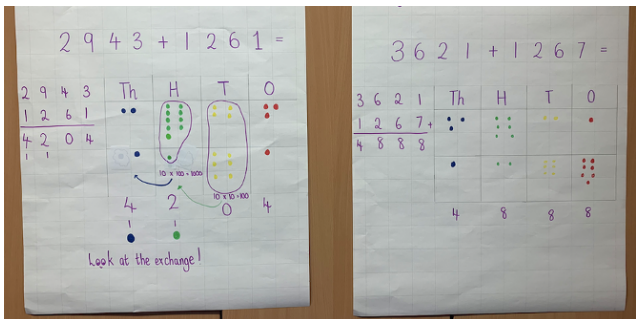
ENGLISH

Strategy/Approach	Information	Example										
Five-Part Story Supportive of Fiction Oral retelling and writing in Reception, Year 1 and SEND (across rest of school)	Simplified example of the model text. Five good sentences using generic sentence openers. 1 sentence for each story part: Opening Build Up Problem Resolution End Use of coloured cubes to visually support building the story.	<table><tr><td>Opening</td><td>Once upon a time... One morning...</td></tr><tr><td>Build Up</td><td>Suddenly,... After a while,...</td></tr><tr><td>Problem</td><td>Unfortunately,...</td></tr><tr><td>Resolution</td><td>Later on...</td></tr><tr><td>End</td><td>Finally,...</td></tr></table>	Opening	Once upon a time... One morning...	Build Up	Suddenly,... After a while,...	Problem	Unfortunately,...	Resolution	Later on...	End	Finally,...
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Cloze Procedure	To support/scaffold independent writing, create a text with specific gaps for children to complete: a mix of words and sentences to build writing stamina. Scaffold removed when children are able to write a complete sentence, which makes sense with correct punctuation.	<table><tr><td>Opening</td><td>Once upon a time _____ went to _____ her grandmother.</td></tr><tr><td>Build up</td><td>Suddenly, a _____ wolf appeared and asked her where are you going.</td></tr><tr><td>Problem</td><td>Unfortunately, the _____.</td></tr><tr><td>Resolution</td><td>The woodcutter _____.</td></tr><tr><td>End</td><td>Finally, _____.</td></tr></table>	Opening	Once upon a time _____ went to _____ her grandmother.	Build up	Suddenly, a _____ wolf appeared and asked her where are you going.	Problem	Unfortunately, the _____.	Resolution	The woodcutter _____.	End	Finally, _____.
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PHYSICAL EDUCATION

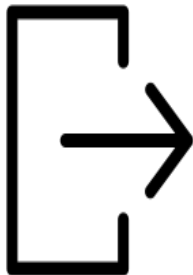
Strategy/Approach	Information	Example
ASPECT	6 key ways to adapt/scaffold PE sessions: A – Activities S – Space P – People E – Equipment C - Conditions T - Time	Scaffold for C 
Videos and Visual Aids	Linked to the A of ASPECT Using videos will act as a model which pupils can refer to when completing activities. They can be analysed and discuss to unpick key learning points for children to independently apply	The Cartwheel 

MATHS

Strategy/Approach	Information	Example	
Breaking Down Problems	Linked to Talk for Writing and used to break down problems into steps: - Plan it - Do it - Check it	KS1 Example 	KS2 Example 
Worked Examples	Procedures broken down into steps, with key vocabulary and representations, to support pupil understanding.		

APPENDIX A

Icons we use on PowerPoints to support children with what is coming/task.

Retrieval 	Prompts 
New learning 	Exit Ticket 

APPENDIX B

What strategy works best when?

Scenario	Quick responses	Real time monitoring	Useful Teaching Aids
New Learning 	• Present material in small steps • Model thinking processes explicitly ('I do' phase) • Use multiple explanation methods • Connect to prior knowledge • Address misconceptions immediately	• Use multiple choice questions • Monitor student signals • Quick comprehension checks	• Simple visual aids • Mini whiteboards • Worked examples • Knowledge organisers • Vocabulary displays
Guided Work	• Guide class through examples ('We do' phase) • Provide immediate verbal scaffolding • Adjust pace based on responses • Use targeted questioning • Build on student answers	• Check participation ratios • Use mini-whiteboard responses • Question for misconceptions	• Think-pair-share prompts • Worked examples
Support for Independent Work	• Facilitate independent practice ('You do' phase) • Provide prompts • Remove scaffolding responsively • Identify support on working walls and washing lines • Provide effort and mastery praise • Enable peer support	• Observe independence levels • Check work quality • Question for misconceptions • Encourage self-reflections	• Washing line and working walls • Prompts • Resource stations • Simple checklists • Peer support guidance
Addressing confusion	• Switch explanation approach • Break steps down further • Use concrete examples • Draw diagrams, while explaining • Address specific barriers	• Use multiple choice questions • Use verbal checks • Question and track misconceptions	• Step-by-step guides • Visual breakdowns • Memory prompts

Extending Learning	• Ask deeper questions • Encourage knowledge transfer to new scenarios • Build on student insights • Enable creative approaches	• Assess depth of responses • Check for connections • Track use of challenge success criteria	• Higher-order prompts • Cross-topic connections • Application tasks • Extension questions • Challenge section of success criteria
Whole Class Discussions	• Use strategic questioning with appropriate wait time • Build on student responses • Enable participation from all • Address misconceptions	• Track participation • Monitor response quality • Use multiple choice questions	• Discussion frames • Specified talk roles • Question stems • Prompts • Visual supports
Formative Assessment	• Use quick checks for understanding • Implement multiple choice questions • Adjust teaching based on responses • Provide immediate feedback • Address gaps promptly	• Track comprehension levels • Monitor progress patterns • Check for gaps • Observe response rates	• Mini whiteboards • Retrieval quizzes • Exit ticket