

This unit covers a significant area of the ITT curriculum and is likely to run over several weeks. It could be interspersed with other units.

There are two parts; Part A - maintaining high expectations and Part B -meeting additional needs. Part A requires a focussed observation of an expert colleague followed by a discussion between mentor and trainee in a weekly coaching meeting. In Part B the trainee will need help identifying a suitable pupil to consider and to access professional resources and data, but will be able to work more independently and over a longer time frame than for other units. The reference to “low threshold, high ceiling” tasks (see reading list) is intended to provide an example of how to create high expectations whilst providing access and support for all pupils. Your school may have an equivalent approach that could replace this focus.

As well as supporting trainees in parts A and B, these prompts may be helpful:

- *What do you understand about the term ‘high expectations’? What does this mean to you? What does it mean in this subject?*
- *What does the term ‘challenge’ mean to you, within the context of ‘high expectations for all in the subject area’?*
- *What did you notice about ‘adaptive teaching’ in the observed lesson?*
- *How have you seen teaching assistants deployed? Why do you think they were deployed in this way?*
- *What have you learned from this observation/discussion? What strategies would you like to use in your own teaching?*

Suggested practice to model and deconstruct or form a focus of observations:

- *How to avoid placing an artificial ceiling in students’ achievements*
- *Making effective use of teaching assistants*
- *Using individual learning plans to inform adaptation of teaching*

Key Reading

Coe, R., Rauch, C., Kime, S. and Singleton, D. (2020) *Great Teaching Toolkit Evidence Review* available online at: <https://www.greatteaching.com/> especially sections 2.4, 4.1

The Education Development trust (undated) *Learning about adaptive teaching* available DfE online at: <https://www.early-career-framework.education.gov.uk/edt/edt-early-career-framework/self-directed-study-materials/3-developing-effective-classroom-practice-%e2%80%92-teaching-and-adapting/3-4-learning-about-adaptive-teaching/>

Mould, K. (2021) *EEF Blog: Assess, adjust, adapt – what does adaptive teaching mean to you?* Available online at: <https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you/>

NRICH (2019) *Low Threshold High Ceiling - an Introduction* available online at: <https://nrich.maths.org/10345>

Professional Practice Unit 7 Adaptive Teaching

This unit connects with Professional Enquiry case-based learning sessions on additional learning needs:

Term 1

Pupils with more challenging behaviours (e.g. ADHD) and neurodiverse learners

Term 2a Physical disabilities

In Term 2a you will attend the Inclusion Conference with guest speaker input on a wide range of additional needs such as Dyslexia, EAL, SEMH needs. Over Terms 1 and 2 there are also case-based learning sessions on socio-economically disadvantaged pupils, LGBTQ+ pupils and anti-racist pedagogies that look at adapting teaching for broader ranges of issues. In Term 2a, a subject day will include a focus on adaptive teaching through the lens of subject pedagogy.

During Term 2a, we will focus on adapting teaching to meet the needs of learners with Special Educational Needs and Disabilities. This will complement Professional Enquiry sessions and the Inclusion Conference.

In this study unit you will make connections between PrE sessions, Inclusion Conference and Subject Studies sessions and the practices in your school. You will have the opportunity to:

Observe how expert colleagues:

- adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.

Discuss and analyse with a mentor how they:

- decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.

Receive guidance, practise, and receive feedback in coaching meetings to improve at:

- Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues to supporting pupils with additional needs, including making explicit links between interventions delivered outside of lessons with classroom teaching. Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate
- Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher and preparing teaching assistants for lessons under supervision of expert colleagues.
- Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.

Activities

These tasks must be completed as part of your training. Required items are highlighted in bold and summarised below.

Part A Adapt teaching whilst maintaining high expectations

1. Make notes in your Observation Record on the practice of an expert colleague with a focus on adaptive teaching. In particular, look out for how the teacher:
 - a. Checks pupils' understanding during the lesson
 - b. Adapts teaching in the lesson in response to formative assessment
 - c. Uses techniques such as support, resources and feedback to adapt teaching
 - d. Challenges pupils who achieve the learning quickly
 - e. Supports struggling pupils
 - f. (Where relevant) deploys teaching assistant(s) in a way that provides additional support, rather than replacing support from the teacher
2. Make notes in a weekly coaching meeting, deconstructing and discussing with your mentor:
 - a. Your observations of the observed lesson in relation to the points above
 - b. Your reflections on the extent to which adaptive teaching approaches contributed to the learning objectives being achieved
 - c. How to avoid placing an artificial ceiling on students' achievements e.g. by allocating differentiated tasks and using 'Low Threshold High Ceiling' tasks
 - d. What aspects of adaptive teaching you will take forward into your own teaching
3. Arrange to be observed and **take notes on** specific feedback on developments in relation to your adaptive teaching skills within a lesson, e.g. checking and responding to understanding, providing additional challenge, supporting struggling pupils.

Part B Adapt teaching to support pupils with additional needs

1. With the class teacher/subject mentor, identify an individual child who will benefit from reasonable adjustments or interventions to support their progress.
2. Identify the barriers to learning for the pupil drawing on any of the following evidence:
 - Prior/current observations and experiences of working with the pupil
 - Pupil records e.g., records of progress over longer periods of time, the pupils work, individual learning plans or advice from the SENCO
 - The child's views on what helps them to learn, what gets in the way of learning or makes it hard to learn, when and how they learn bestConsider that the barrier(s) may be attributable to a diagnosed SEN or social emotional or behavioural issue, equally the child may have no recognised SEN and the barrier to learning may be less specific e.g., poor/short concentration span, low self-esteem/self-efficacy, poor social skills.
3. **Plan** what, when and how you will use strategies/approaches to meet the identified needs. Consider what you can do to address these identified barriers/needs/gaps in learning. What reasonable adjustments or interventions could you put in place? Strategies might include:
 - Resources to adapt teaching
 - Identifying how content can be further broken down
 - A specific intervention programme (series of sessions)
 - Adjustments to the classroom environment
 - Social/emotional interventions/support
4. Monitor and **record evidence of the impact** of this strategy e.g., observation comments, pupils' work, records of progress over time.

Activity Outputs

Save these items separately [on Moodle](#)

Part A

- 1 Feedback from an expert colleague or mentor for Activity 3.

Part B

- 2 A sample lesson plan highlighting how your plan is implemented in one of your lessons.
- 3 An evaluation of the impact of the plan including sample evidence of the impact.

Synoptic Writing

Compulsory

With reference to the key reading in this Study Unit, write 500 words, reflecting on:
How your understanding of adaptive teaching, high expectations and challenge have developed and influenced your classroom practice. Refer to what has influenced these changes (e.g. specify aspects of readings, observations, and discussion with your mentors).

Check the PPU guidance sheet for information on word count, referencing etc.