



Adaptive Teaching

<p><u>Wave 1 – Universal Offer</u></p> <p>Inclusive quality first teaching for all.</p>	<p>Inclusive quality first teaching recognises that children and young people progress at different rates and have different ways in which they learn best. Teachers set high expectations for every pupil and use a range of strategies to overcome any potential areas of difficulty.</p> <p>The essential characteristics of quality first teaching include;</p> <ul style="list-style-type: none">• clear, well designed lesson plans,• small step planning to avoid cognitive overload,• Assessment for Learning (AfL) strategies,• frequent opportunities to involve and engage with pupils,• appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills,• providing pupils with the chance to talk both individually and in groups,• expectation that pupils will accept responsibility for their own learning and work independently,• using encouragement and (authentic) praise to engage and motivate pupils.
<p><u>Wave 2 – Targeted Offer</u></p> <p>Provision that is 'additional to' Wave 1, such as interventions or adapted strategies as identified in the APDR (asses, plan, do review) cycle.</p>	<p>High quality universal teaching should reduce the need for extra support for all children. Nevertheless, it is likely that in order to make progress with their learning, behaviour or development some will require additional support in the form of carefully selected, targeted in class support (as well as interventions). This will have been identified through the assessment process. Children receiving support from the targeted offer may be being monitored for having a SEND need or be on K SEND support with an ISP (Individual Support Plan) and One Page Profile.</p>
<p><u>Wave 3 – Individual Offer</u></p> <p>Specialist provision and highly personalised interventions.</p>	<p>Some children with more complex and significant needs may require specialist support or services to supplement what the school or setting can ordinarily offer. Specialist support does not always need to be delivered in a specialist setting. Many children and young people access specialist support in their mainstream setting as outlined by their EHCP (Educational Health Care Plan). Children and young people, requiring specialist support, will need access to interventions or provision over and above that which is ordinarily available to children and young people of the same age.</p>

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All Subjects

Universal	<ul style="list-style-type: none"> • Use of visuals when learning new vocabulary; ensure there are lots of opportunities for oral application, MTTT. • Widgit resources. • Making links between previous learning and existing knowledge, share teacher thought process out loud at each step. • Ensure equipment is fully accessible and adapted for individuals as needed e.g. times tables square, 100 squares, number lines, concrete apparatus. • Repeated learning and key questions: What have we been doing this week? What did we learn yesterday? • Use of talk partners and mixed ability pairs. • IWB and worksheets/ resources on coloured and dyslexia friendly backgrounds/ fonts. • Opportunities to be given to record understanding in different ways – pictorial, written, video recordings or oral explanations, photographs etc. • Clear explanations with modelling. • Calm, quiet, dyslexia friendly learning environment. • Growth mindset to encourage enjoyment of the subject. • Visual timetable. • Working wall/ work banks. • Additional resources such as overlays and pencil grips. • Daily access to emotional regulation activities, 'Me Minutes', Colour Monster emotional daily check in, Talk Team Box.
Targeted	<ul style="list-style-type: none"> • Pre-teach prior to lesson of the day's learning; looking at vocabulary, modelling examples. • Brain breaks, ensure identified children have over learning of the concrete and pictorial method. • Use of scaffolds and adaptive teaching strategies e.g. closed procedure, sentence starters, tables pre-drawn (if the objective is not to 'draw a table'), non-standard units of measure. • Equipment is modelled by adults for individuals to aid independence. • Universal equipment and targeted dependent on preference e.g. enlarging texts, maps, images. • Thinking/ processing time. • Chunking tasks. • Small adult led focus groups based on identified need e.g. phonics groups, motor skills, Fresh Start phonics. • 1:1 phonics intervention. • External agency referrals through Local Authority or Trust e.g. Primary Jigsaw, Stockport Inclusion Service, Speech and Language, Ethnic Diversity Service, Educational Psychology.
Individualised	<ul style="list-style-type: none"> • Now and next boards. • Assistive technology e.g. use of ICT to encourage engagement and motivation, Google Translate to support communication. • Use of Chromebooks/ iPads to record ideas as well as using talk to text. • Build on pupils' preferred learning styles when explaining mathematical concepts, by exploiting different media e.g. stories, acting out processes, models, computer simulations, animations, concept mapping etc. • Access to other year group sessions. • Reinforcement of task instruction e.g. task planner. • Individualised timetables. • Behaviour plans. • 1:1 support.

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Subject Specific

Reading	<ul style="list-style-type: none"> Phonics groups arranged according to half termly assessments. 1:1 phonics intervention. KS2 Fresh Start intervention. Adapted texts including enlargements. Use of overlays.
Writing	<ul style="list-style-type: none"> Use of Chromebooks. Children have access to an iPad to use voice recorder to record their sentences and play them back to support independent writing. Physical resources e.g. pencil grips, writing strips, sloping boards.
Maths	<ul style="list-style-type: none"> Non-standard units of measure. Concrete resources. Enlarged and adapted materials.
Science	<ul style="list-style-type: none"> Enlarged and adapted materials. Checklist/ step by step visual guided for experiments. Interactive digital tools.
Religion	<ul style="list-style-type: none"> Illustrated scripture/ comic-style adaptations. Provide alternative ways to record, pictures, labelling, voice recordings. Audio versions of scripture.
Art & Design DT	<ul style="list-style-type: none"> Different sized paintbrushes. Different materials for recording e.g. sponges, ergonomic pens, chunk pencils/ pencil crayons. Use of frames or adhesives to hold down children's work. Provide a range of drawing aids e.g. stencils, templates, tracing. Use of different resources such as needles and cutlery.
Geography	<ul style="list-style-type: none"> Enlarged maps or smaller, specific sections enlarged. Additional pictures and visuals. Provide alternative ways to record, pictures, labelling, voice recordings.
History	<ul style="list-style-type: none"> Additional pictures and visuals. Colourful semantics used for understanding key actions in historical events. Enlarged timelines. Provide alternative ways to record, pictures, labelling, voice recordings.
Computing	<ul style="list-style-type: none"> Variety of electronic resources available such as iPad, Chromebook and desktop computer. Flexible grouping to support mixed ability learning.
MFL	<ul style="list-style-type: none"> Enlarged and adapted materials. Provide alternative ways to record, pictures, labelling, voice recordings. Use of Chromebooks.
PE	<ul style="list-style-type: none"> Adapted resources to support the fine and gross motor skills. Flexible grouping to support mixed ability learning.
Music	<ul style="list-style-type: none"> Scaffolding. Ear defenders. Adapted instruments e.g. in sizing, and use of stickers to demarcate string names.
PSHE/ RHE	<ul style="list-style-type: none"> Sentence frames e.g. 'I feel _____ when' Pre-warn about sensitive topics.

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