Adaptive Teaching at Hadrian Primary School

Knowing Our Children

- We understand our pupils' starting points, prior learning and individual needs (including SEND).
- We recognise strengths, interests and barriers to learning.
- We use this knowledge to plan appropriate support, challenge and opportunities.

Assessment for Learning

- We use ongoing formative assessment to check understanding.
- We use a range of strategies such as questioning, mini whiteboards, observation and discussion.
- We identify and address misconceptions quickly.
- We adapt teaching, support and resources in response to assessment information.

Scaffolding and Modelling

- We provide clear explanations, worked examples and modelling.
- We use scaffolds such as visual prompts, manipulatives, word banks and sentence stems.
- We gradually remove support as confidence and independence grow.

Flexible Grouping

- We use a range of grouping strategies depending on the learning intention and individual needs.
- We provide targeted adult support where needed.
- We create opportunities for collaborative learning, allowing pupils to learn from and support each other.
- We adapt groups as needs change.

High Expectations for All

- We have ambitious and inclusive learning goals for every pupil.
- We adapt teaching to remove barriers, not reduce expectations.
- We provide appropriate challenge so that all pupils can make progress and achieve success.
- We believe every child can achieve.

Responsive Teaching

- We adjust our teaching in the moment based on pupils' understanding and engagement.
- We adapt the pace, explanations, resources and teaching approaches as needed.
- We make thoughtful changes to ensure all pupils can access and make progress in the lesson.
- We are flexible and reflective in our practice.

Inclusive Learning Environment

- We create a calm, positive and supportive classroom where everyone feels safe, valued and ready to learn.
- We use visual timetables to support routines and embed clear expectations.
- We ensure our environment and resources are accessible, including consideration of sensory needs.
- We promote a culture of respect, belonging and high aspirations.

Feedback and Independence

- We provide timely, specific and constructive feedback.
- We use self- and peer-assessment to build understanding.
- We give pupils time to respond to feedback and make improvements.
- We encourage and develop independent learning strategies.
- We support pupils to take increasing responsibility for their learning and to reflect on their progress.

Adaptive teaching means maintaining high expectations for every child whilst adapting our teaching, support and resources to ensure all pupils can **believe, achieve and succeed together.**