

Adaptive Teaching: Overview



SCAFFOLDS

How will we support access to learning?

- Visuals, diagrams, timelines etc.
- Sentence stems / writing frames.
- Word banks / phonics mats / knowledge organisers etc.
- Chunked instructions or step-by-step models – steps to success
- Worked examples / partially completed tasks.
- Prompts for support staff, focused on thinking, as opposed to being outcome/task driven.



SCALE

How will we adjust the level of demand, whilst keeping expectations high?

- Same task as others but different levels of independence required (e.g. adult support, guided task).
- Fewer items to complete but same thinking required.
- Reducing the reading load (e.g., using visual prompts / simplified text).
- Providing challenge extensions for rapid graspers.
- Adjusting pace: giving check-in points.



STRUCTURE

How will I organise the lesson so all pupils can succeed?

- Predictable lesson routines
- Pre-learning/teaching e.g. vocab
- Mini-plenaries or hinge questions to check understanding.
- Flexible, temporary grouping for specific purposes.
- Clear transitions: “When I say go... first... then...”.
- Organised resource stations, equipment and visuals.
- TA deployment planned in advance (what to look for, who to support, how – see *Scaffolds for prompts reference*)



STYLE

How will I vary the way information is explained or practised?

- Using a different representation: map vs aerial photo; abstract vs concrete model.
- Teaching through demonstration, narrative, diagrams, artefacts or short videos.
- Providing structured talk (paired talk, rehearsed responses).
- Using retrieval practice in varied forms (verbal, low-stakes quiz images).