

Adaptive Teaching at Mount Pleasant:
A Universal Offer Transforming
Outcomes for All Learners



This is where we started...

Understanding where we were:

- Worked with Sarah Court - Senior Education Quality Adviser
- Completed a whole-school SEND audit
- Conducted learning walks to review classroom practice
- Gathered a clear picture of:
 - Strengths in provision
 - Strong inclusive foundations (visuals, routines, low arousal environments)
 - Key development areas (consistency, adaptive teaching)

Shropshire Council

School evaluation of effectiveness of Adaptive Teaching

School wide evaluation	
Are adaptive teaching strategies within the toolkit of every teacher in your school?	
Is there a shared understanding and shared language for adapting teaching?	
Is teaching adapted before and during a lesson?	
What diagnostic assessment procedures are commonly used in your school?	
Are there ways to communicate and celebrate successful strategies across classes and with families at home?	

Staff Training

Sarah then delivered staff training to all based on EEF-Informed Practice

- 3 staff meetings delivered focusing on adaptive teaching
- Grounded in Education Endowment Foundation guidance
- Key principles introduced:

EEF “5-a-Day” Strategies

- Explicit instruction
- Scaffolding
- Cognitive & metacognitive strategies
- Flexible grouping
- Use of technology

Core Teaching Approaches

- Break learning into small, manageable steps
- Use modelling + guided practice + independent application
- Check understanding frequently
- Reduce cognitive load
- Use visuals and dual coding
- Focus on knowing your pupils

High quality teaching benefits pupils with SEND

The ‘Five-a-day’ principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



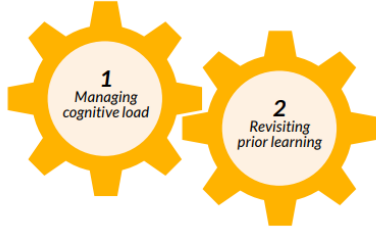
5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Explicit Instruction

A BUILDING KNOWLEDGE



To what extent do I...

1

Explicit instruction



...use clear and succinct language when explaining things to pupils, checking their understanding frequently?

...use dual coding (i.e. diagrams, images or tables on a mini-whiteboard) to aid students' understanding of new content?

...model how to complete a task before expecting pupils to work independently?

- teaching skills and concepts in small steps;

- using examples and non-examples;

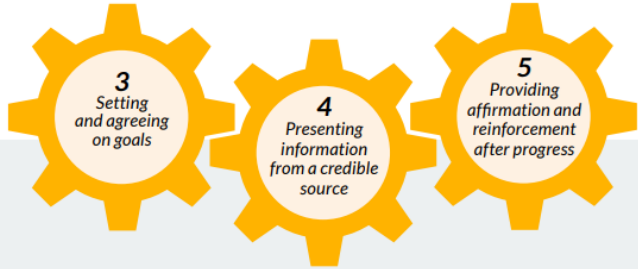
- using clear and unambiguous language;

- anticipating and planning for common misconceptions; and

- highlighting essential content and removing distracting information.

Coaching Model

B MOTIVATING TEACHERS



- Teachers worked in pairs
- Focused on children with PCPs to identify what area of explicit instruction they were going to target.
- Planned opportunities to visit each others classrooms and observe the use of explicit instruction.
- Professional dialogue after visits to feedback and discuss what they saw and next steps.
- Opportunities to rehearse techniques.

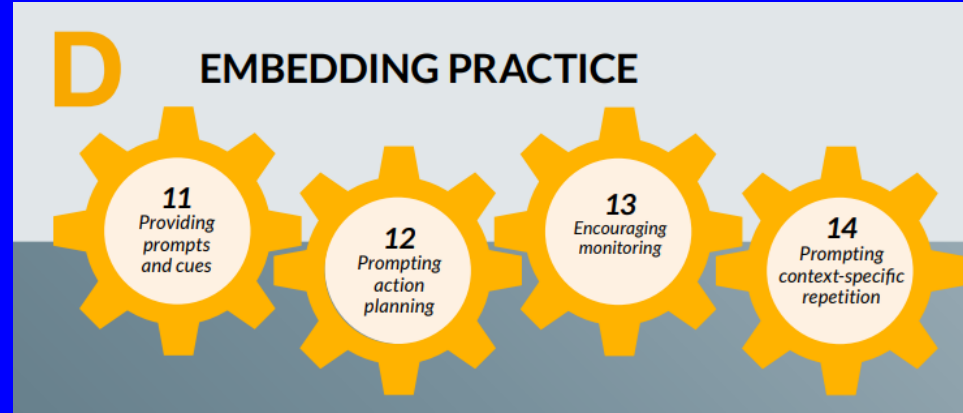
C DEVELOPING TEACHING TECHNIQUES



We have made sure that our learning outcomes are really focussed, thinking carefully about the minimum we want each child to achieve per session. We have used the modelling and explanation, followed by the guided practice and then the independent use model. The 'I do, we do, you do' method of teaching supports this method well. There are occasions where some children aren't quite ready for the independent stage of the instruction; this is where flexible groupings have been successful. It has been noticeable that some children have developed more confidence and independence. A far wider group of children are benefitting from flexible teacher grouping and input than before.

Our next steps for the Coaching Model

- Use staff meeting times to feedback on coaching sessions.
- Plan for regular opportunities for teaching teams/partners to observe and support each other to embed explicit instruction.
- AIM - for Explicit Instruction to become second nature.



Next Steps- Use of Technology

5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

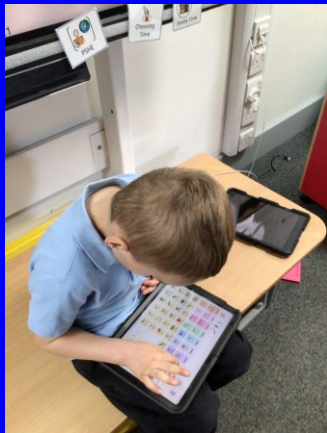


Using the Assistive Technology Lending Library as part of the SEND and AP Change Programme

Support from Richard Smith

Trial of reader pens

Trial of Proloquo



Using his Proloquo, TS can look at the images on the board, find the same symbols on his device, and begin building his own sentences. It means he can join the learning alongside everyone else — accessing the same ideas, the same language, and the same curriculum in a way that works for him.



In my opinion it definitely helps with independent working and overtime with help with comprehension of texts CA said she enjoyed using it, that it was really helpful and gave her confidence to try longer texts. It is easy to use.