

Teaching & Learning Newsletter

Previous Learning: Deliberate Practice ([Athecology 2024 pp7-14](#))

Embedded entry and exit routines at the start and end of lessons set the tone for your lesson, and the subsequent lesson. Each lesson at SWA starts with deliberate practice that allows for students to activate prior knowledge. The 'do now' tasks suggested included: Content Retrieval Grids; 1,2,3 Retrieval Grids and Interrogate your thinking.

SWA Ladder Focus: Modelling and Scaffolding ([Anthecology 2024 pp23-6](#))

The focus of this newsletter is 'modelling and scaffolding'. On the SWA learning ladder this is adapting practice to challenge all students through collaborative practice that ensures progress. We are focusing on the latest pedagogy linked to scaffolding for our students. Until recently we would have looked to 'differentiation'. Pedagogy has now moved on, and we need to turn our attention to using 'adaptive teaching'.



Key Learning...

What is Adaptive Teaching and how can it be applied in our classrooms?

The idea of adaptive teaching is evident in the Teaching Standards and ECF, which state we should 'adapt teaching to respond to the strengths and needs of pupils'.

Adaptive teaching provides a chance for all students to experience success (whilst meeting high expectations). It allows teachers to regulate the delivery of new content to ensure student mastery of important concepts. It can also include effectively deploying teaching assistants. (Quigley 2024, Sealy 2024, Eaton 2022)

We can break adaptive teaching into two different types of adaptations (Quigley 2024). Microadaptations: in the moment responses to student learning needs, such as deploying flexible grouping, or to quickly reexplain how they might approach a task.

Significant adaptations: for students with SEND that may require significant adaptations and reasonable adjustments in lessons to meet their needs, such as teaching assistant support.

The EEF has provided an adaptive teaching resource which we strongly recommend all teaching and the learning support team engages with. It will help you to understand adaptive teaching as a process and help you to anticipate, plan and use assessment to establish needs that you can then address through adaptive teaching strategies, see ['Understanding Adaptive Teaching'](#).

The key learning is that adaptive teaching is simple changes, from changing your language or providing prompts, to chunking the information, or setting an intermediate lesson goal. For further ideas specifically for SEND see [Aubin, 2024](#).

- Adaptive teaching has a low implementation cost.
- It is an 'in the moment' opportunity to address gaps in knowledge, or misconceptions.
- It recognises student strengths and weaknesses.
- It allows us to challenge all students.
- It creates more independent learners.

Adaptation in Action: Humanities Spotlight

- Grouping students purposefully and using think-pair-share
- Asking hinge questions at every lesson transition phase
- Using the visualiser to explicitly highlight WAGOLL or misconceptions
- Providing regular prompts and live modelling / articulating worked examples



Recommended Reading

For more articles, podcasts, blogs and research click [here](#).