

Principle 5

Adaptive teaching





5a – Support and scaffold in lesson for all children

So that...

Children are able to access the learning they are doing



- Teacher input (whole class, group, individually) is used whenever necessary to ‘unlock’ learning and address misconceptions
- Modelling is used to ensure children know how to succeed
- A range of strategies are used to present information and model processes
- Children have easy independent access to support learning (word banks, vocab mats,





5b – Pitch high every lesson

So that...

Children are challenged to exceed expectation



- All children are working on tasks which challenge their learning
- Children are able discuss how their learning is being challenged
- All children are able to know ‘what’s next’ and can seek out further challenge





5c – Adapts teaching as needs emerge

So that...

All children make exceptional progress



- Teachers are reacting and redirecting using ongoing information about learning progress
- Children are aware of what progress they are making - and independently seeking challenge
- Direct teaching, modelling and scaffolding is used whenever necessary to move forward
- Plenary is constantly used to assess and





5d – Develop understanding of Special Educational Needs in the classroom

So that...

All children with SEND
make exceptional
progress



- Teachers take account of prior needs and learning and provide appropriate challenge and support
- Learning is broken down into the necessary components which allow progress appropriate to all children's needs
- A diverse range of communication strategies used to support and scaffold learning

