**Ambition Institute**

# EARLY CAREER FRAMEWORK
## SESSION OUTLINE | CLINIC 4

| TITLE | TIMING |
|---|---|
| Clinic 4: Adapting teaching for pupils<br>**4.10; 5.4; 5.5; 5.6; 5.7; 5b; 5e; 5f; 5g; 5h; 5i; 5j; 5l; 5m; 5n; 5o** | 1.5 hours<br>(90 minutes) |

## OUTCOMES

> To know what we mean by 'adaptive teaching'.

> To understand that how pupils are grouped is important.

> To learn that 'adaptive teaching' is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for some pupils.

> To know that different pupils, including pupils with SEND, are likely to require additional or adapted support and strategies.

> To learn that the teacher will need to plan for this and work with other staff and parents to achieve this.

> To reflect on and share how to respond to pupil needs, the implications on their teaching and planning and their own development

## THE BIGGER PICTURE

This is the fourth Clinic. Clinics will occur roughly once a half-term. Therefore, it is essential that some of the programmatic knowledge is emphasized in this session including logistics, norms and processes.

Before this session takes places, teachers should have:
> Had exposure to key knowledge from ITT Core Content Framework on several sub-standards:
  – 5.7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.
> School input as needed.

Self-study materials that might be helpful context and provide exemplification include:
> I6: Adapting teaching.
> I9: Scaffolding.
> S11: Adapting lessons to meet pupil needs.
> B8: Making learning manageable.
> B9: Challenge.

This session emphasises the need to understand key learning so teachers are able to contextualise this learning in their school context.

The expectation is that, depending on these different contexts, teachers will be supported to have further conversations with school colleagues to help them adapt the strategies covered in the session so that they can continue to build positive and trusting relationships with parents/carers.

## SUGGESTED THREAD AND ACTIVITIES

**1-10 minutes: Welcome and recap Clinics**

You might use this time to introduce yourself, welcome teachers, provide relevant recap on previously taught content and appropriately set up the norms for the call.

**10-30minutes: What is adaptive teaching?**

> 5.4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils
> 5.6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.

Develop an understanding of different pupils' needs, by:
> 5b. Making use of formative assessment.

Provide opportunity for all pupils to experience success, by:
> 5e. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.

This time can be used to introduce the concept of adaptive teaching. This section is intended to include information about how adaptive teaching varies depending on the learning needs of your pupils. It should emphasise the importance of using formative assessment to identify these needs.

It may also be useful to talk here about what adaptive teaching is not. For example, adapting lessons based on a belief that pupils have distinct learning styles. You can read more about the research debunking this myth **here**.

**30-50 minutes: Why is it important?**

> 5.7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

This section is intended to ensure buy-in from teachers as to why being responsive in this way is important. You could link to research here. You can read more about the most effective ways of supporting disadvantaged pupils' achievement in this DFE report on page 7 **here**.

Another important consideration is the impact of adapting lessons so that pupils can experience success and see that ability is not fixed, which can increase pupils' motivation towards learning. You can read about research supporting this **here**.

You could also introduce the importance of adapting quality-first teaching as the first step in responding to pupils with SEND within the tiered approach to educational support. This is exemplified on page 28-29 of this EEF report **here**.

**50-80: What strategies can I adopt to help my pupils?**

> 4.10. How pupils are grouped is important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
> 5.5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.

Provide opportunity for all pupils to experience success, by:
> 5f. Balancing input of new content so that pupils master important concepts.
> 5g. Making effective use of teaching assistants.

Meet individual needs without creating unnecessary workload, by:
> 5h. Making use of well-designed resources (e.g. textbooks).
> 5i. Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.
> 5j. Building in additional practice or removing unnecessary expositions.

Group pupils effectively, by:
> 5m. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.
> 5n. Changing groups regularly, avoiding the perception that groups are fixed.
> 5o. Ensuring that any groups based on attainment are subject specific.

This time could be used to introduce examples and non-examples of adapting teaching for pupils. Many of these strategies are exemplified on page 20-27 in this EEF report **here**. Additionally, this section should also include opportunities for teachers to reflect on their own current practice and practice they have seen.

This section could also include concrete strategies around grouping, planning new content, using formative assessment and resources. You might want to include a look at how to work effectively with teaching assistants, which is exemplified on page 34 of this EEF report **here** and in this whole EEF report **here**.

In this section, there could also be an opportunity for teachers to practise one of the strategies shown.

**80-90 minutes: Action planning and next steps**

This section is to provide teachers with time for reflection, quizzing, action steps and updates on the next components on the programme.

## ECF 'LEARN THAT…' COVERED

> 4.10. How pupils are grouped is important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.

> 5.4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.

> 5.5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.

> 5.6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.

> 5.7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

## ECF 'LEARN HOW TO...' COVERED

Develop an understanding of different pupils' needs, by:
> 5b. Making use of formative assessment.

Provide opportunity for all pupils to experience success, by:
> 5e. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
> 5f. Balancing input of new content so that pupils master important concepts.
> 5g. Making effective use of teaching assistants.

Meet individual needs without creating unnecessary workload, by:
> 5h. Making use of well-designed resources (e.g. textbooks).
> 5i. Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.
> 5j. Building in additional practice or removing unnecessary expositions.
> 5l. Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.

Group pupils effectively, by:
> 5m. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.
> 5n. Changing groups regularly, avoiding the perception that groups are fixed.
> 5o. Ensuring that any groups based on attainment are subject specific.1d. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.

## SESSION PREPARATION AND LOGISTICS

| AREA | REQUIREMENTS |
|---|---|
| Session type and length | 1.5-hour clinic |
| Groupings | Suggested 8-15 teachers |
| Facilitators | One facilitator per session |
| Room set-up | N/A |
| Printing Specifications | None |
| Materials | – Example materials.<br>– Powerpoint/presentation materials. |
| Pre-session activities for participants | N/A |
| Post-session activities for participants | N/A |
| Facilitator pre-session preparation | – Facilitators should prepare resources, exemplifications and gather materials for the session.<br>– Facilitators should, where possible, take into consideration the context of the teachers in the session and adjust accordingly. |