Adaptive teaching at Holbrook

At Holbrook we believe that high quality teaching is crucial to the progress of all children including those with additional needs. Adaptive teaching is a key part of this which includes planning prior to the lesson as well as adjusting practice during the lesson.
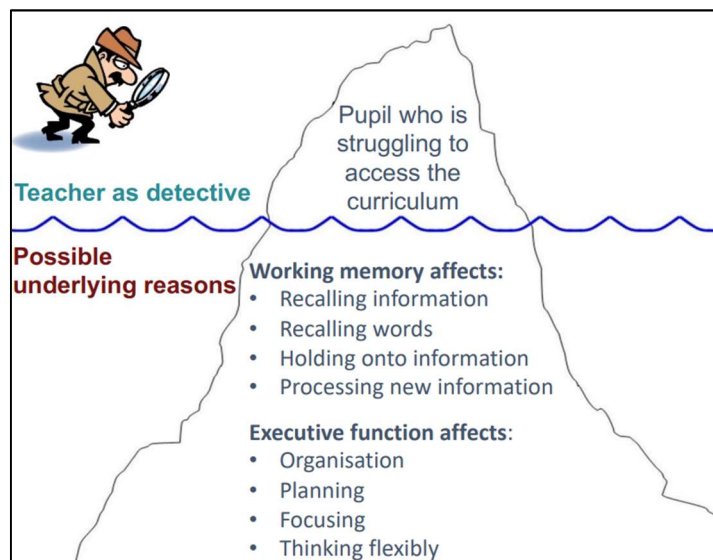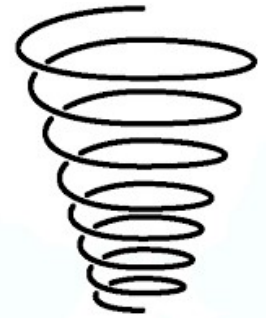
Having a full understanding of every child is extremely important in adaptive teaching. As such at Holbrook, childrens' physical, social, and emotional well-being, including their relationships with peers and trusted adults, are considered as fundamental.

Adaptive teaching makes it as easy as possible for *any* child to move both forwards and backwards in their learning. It can be strategic and tactical. Strategic adaptations such as ready to use support and extension mechanisms, multiple ways of demonstrating the learning and mutli-pronged aproaches to presenting and accessing material to be learned can all support tactical adaptations ('decided' in the moment') as and when it becomes nessary.

The Graduated Approach

Within the classroom the cycle starts with 'noticing' and gathering information about the learner. The teacher uses this deepening knowledge of the child's successes and challenges which they experience to adapt planning and teaching. The assess-plan-do review cycle repeats and repeats deepening the teacher's knowledge to adapt teaching and test out new approaches and strategies.


Teacher as detective

Possible underlying reasons

Pupil who is struggling to access the curriculum

Working memory affects:
- Recalling information
- Recalling words
- Holding onto information
- Processing new information

Executive function affects:
- Organisation
- Planning
- Focusing
- Thinking flexibly

Using the information, the teacher has gained about the child they can make small changes which can support better curriculum access and engagement.

Scaffolding is the support given to a pupil during the learning process.
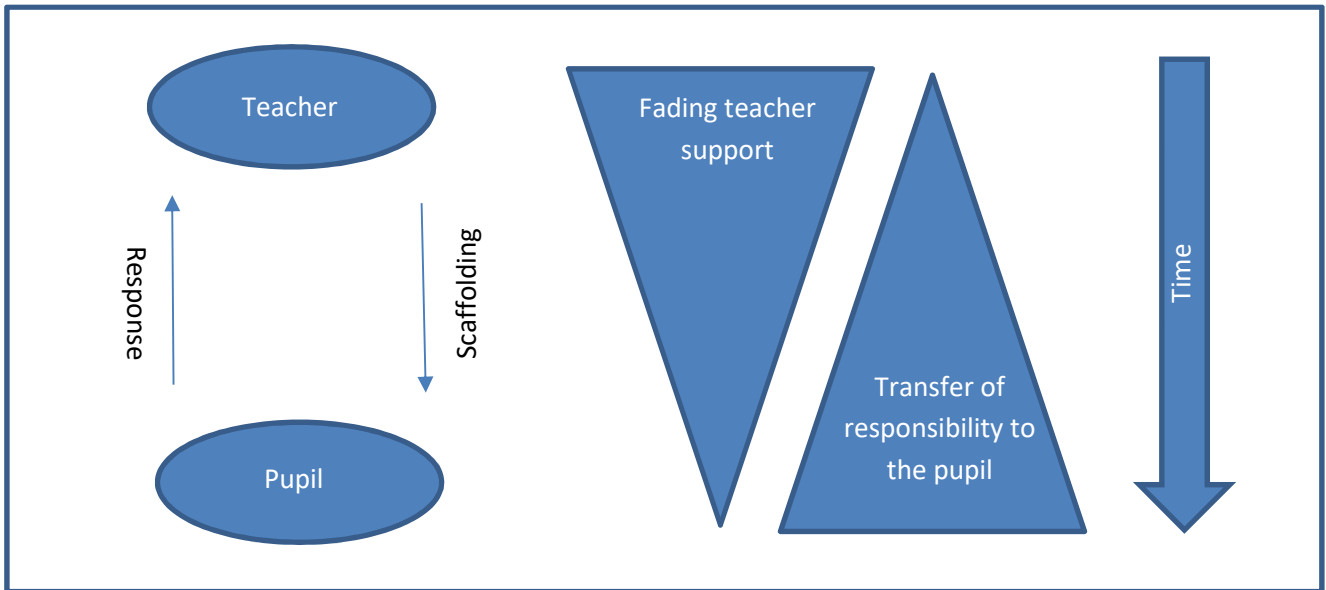
Support Activities
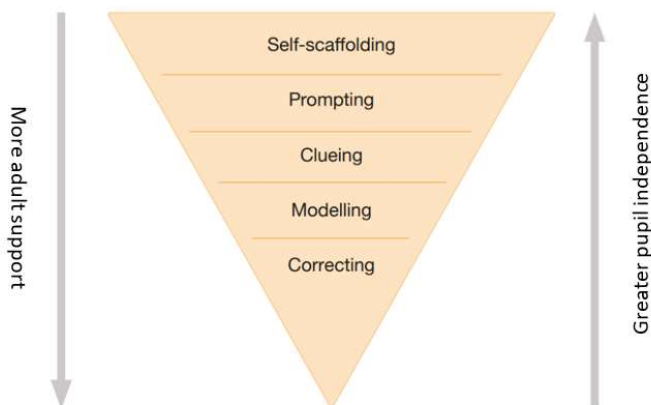
Self-scaffolding represents the highest level of pupil independence. Staff observe, giving pupils time for processing and thinking. Selfscaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting is provided when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but are not given a specific strategy. The aim is to nudge pupils into deploying a self-scaffolding technique.

Clueing can be supportive as often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward.

Modelling is used when pupils encounter a task that requires a new skill or strategy.

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, the aim is to model and encourage pupils to apply new skills or knowledge first.