Adaptive Teaching Toolkit

Introduction

At Inkpen Primary School, SEND and inclusion are everyone's responsibility. Our aim is to create an ambitious curriculum for all learners using a consistent approach supported by training and leadership. Adaptive teaching is a pedagogical approach that enables teachers to tailor instruction to meet the individual needs of all learners, promoting equity and inclusion within the classroom. At Inkpen Primary School, we use adaptive teaching to make sure every child can access the curriculum. We plan for common barriers, check for understanding during lessons and adjust support or scaffold so all pupils can experience success – especially those with SEND. This toolkit aims to provide a comprehensive framework for implementing adaptive teaching strategies at Inkpen Primary School.

Vision and Principles

The vision of this toolkit is to create a learning environment where every child is engaged, inspired, and able to achieve their full potential. The core principles of adaptive teaching include:

- Understanding learner diversity

- Responding in the moment to pupils' understanding

- Providing clear instruction

- Using continuous assessment and feedback to adapt teaching

- Fostering an inclusive environment

Aims of the toolkit

1. To ensure that all pupils receive instruction that is tailored to their individual needs.

2. To promote high standards of teaching and learning.

3. To ensure the use of effective assessment methods that inform teaching practices and promote pupil voice in their learning journey.

4. To enhance pupil engagement and achievement.

5. To develop a culture of consistency, collaboration and continuous improvement among staff.

6. To maintain an ambitious curriculum that meets the needs of all pupils, with clear, tailored targets for each learner

7. To foster a genuinely inclusive learning environment where all pupils, regardless of background or ability, are valued and supported.

8. To ensure the understanding of adaptive teaching approaches and reflect on personal practice.

Adaptive teaching strategies used at Inkpen Primary School

Strategy	How it helps	Examples
Mini whiteboards for live checks	Rapid formative assessment that identifies gaps in learning and misconceptions	In maths, this can be used to provide additional instruction or examples for specific pupils
"3 before me"	Builds independence while maintaining access to learning tasks	Pupils use displays, peers or sentence stems before asking the teacher

Visual aids and word banks	Reduced cognitive load	Sentence stems in maths, cloze procedures in English or Knowledge organisers across foundation subjects
"Stop and think" breaks	Supports working memory	Movement break or energy booster to be used before beginning the main task of the lesson
Scaffold then fade	Promotes independence	Writing frames are given to children, but are gradually removed when appropriate
Reduce visual load	Reduced cognitive load	Dual coding can be used to provide most information pictorially but some information can be added through labels and captions.
Pre-teaching	Reduced cognitive load and supports working memory	In science, key content from the lesson can be shared with focus pupils ahead of the lesson to reduce cognitive load and to teach important content or vocabulary
Flexible grouping	Tailored instruction can be given to groups of pupils	Children can be grouped in varied ability groups to allow them to work with children of different skill levels or by ability so that instructions can be tailored effectively.
Sentence stems	Promotes independence and reduces demand	Sentence stems can be given in maths to support children's verbal explanations
Immediate feedback and live marking	Misconceptions and errors can be addressed immediately	The teacher spots a spelling error and addressed this immediately so that the

		child can spell the word correctly moving forward.
Customised learning materials	Supports and develop fluency	In maths, equipment such as numicon, Rekenrek and base ten can be used to support mathematical thinking, assist with mathematical dialogue and develop fluency
Paired discussions	Reduces anxiety	This could be used in English to allow children to rehearse ideas in full sentences before presenting ideas to the class.

Implementing and monitoring the toolkit

Regular professional development sessions will be delivered to staff to help them understand different learning styles, barriers to learning, and the impact of socio-economic factors. Within these sessions, teachers will share expertise and reflect upon the adaptive teaching strategies used within lessons.

Pupil profiles will be created and maintained that include information about learning needs, preferences, and progress. These profiles will be updated regularly and shared with relevant staff.

This toolkit will be used alongside the teaching and learning toolkit as part of our monitoring framework. Leaders, governors and the School Improvement team will use these toolkits to support staff development and understanding. Staff will use the toolkit to reflect upon their practices and develop their knowledge and understanding of supporting pupils with additional needs.

The policy will be reviewed annually to ensure its effectiveness and relevance, with input from staff, pupils, and governors. Academic progress will also be monitored to ensure that adaptive teaching practices are meeting children's needs effectively.