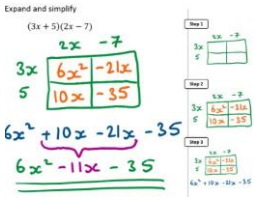
# Spilsby Primary Academy

## Expectations for Adaptive Teaching

In order for us to adapt our teaching and curriculum to meet the needs of all learners in our school we regularly use a range of these techniques.

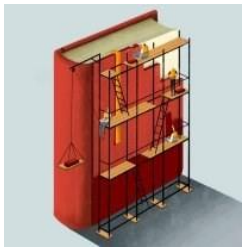
### Worked Examples

Allow children to focus on the specific steps to solve problems and can reduce the cognitive load required to access a task.




### Scaffolding

This is temporary support which can be removed when no longer required by the children. Teachers will provide enough support for children to be able to successfully complete a task independently, before slowly removing the support as they become more confident.



### Teacher Modelling

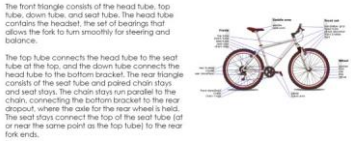
Teacher modelling can be used to demonstrate how to go about solving a problem or completing a piece of work. This will help to provide effective cognitive support for the children to access a task.

### Pre-Teaching

On occasions it may be beneficial to teach certain children key vocabulary or concepts prior to the lesson. This will help reduce anxiety about the lesson and the cognitive load required.

### Dual Coding

Dual coding is **combining words and visuals such as pictures, diagrams, graphic organizers, and so on**. The idea is to provide two different representations of the information, both visual and verbal, to help students understand the information better.



### Collaboration

Asking children to work in pairs/ groups on a task can improve understanding and access to the curriculum. Having children explain their learning can also help with their learning.

### The learning Environment

Through a learning environment which provides children with opportunities for them to help themselves we can improve access to the curriculum, This may be through effective working walls, vocabulary etc.

### Revisit, Review & Retrieve

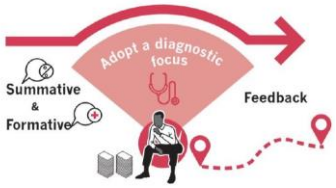
Being aware of the limited capacity of working memory. Sequencing and scaffolding tasks must take place alongside revisiting, reviewing and retrieving knowledge in order to transfer it to long term memory. This is built in to all long term curriculum plans.

### Familiarise the Abstract

Use things such as counters, beads, coins dice, pictorial representation, bar modelling etc can make abstract concepts accessible for everyone. The application of this will benefit all learners.

### Feedback

Effective and immediate feedback can help children to access the learning and make rapid progress.




### Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.