

## **Vernon Park Primary School: Adaptive Teaching Guidance (January 2023)**

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience.

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### **Pupil Voice**

‘I learn best when I am in a quiet and calm learning environment.’

‘I know that I am succeeding when I can remember what I have learnt and explain it to someone else.’

‘If I am challenged by my learning, there are lots of things that help me in my classroom – my teacher, other adults, my friends and the learning wall.’

‘My teacher helps me by explaining my work in different ways’

### **Adaptive Strategies**

1. Sequencing learning
2. Vocabulary - introducing, pre-teaching, modelling and promoting ambitious vocabulary
3. Modelling strategies and written responses
4. Scaffolding (including a range of resources)
5. Questioning
6. Practise, review and retrieval
7. Collaborative learning structures
8. Immersive learning, including DEAL Strategies

### **Sequencing**

We have planned our curriculum carefully to ensure that our children’s learning is built upon over their time at our school. The curriculum is broad and balanced and offers learners opportunities to develop their academic and personal learning. Long term planning and schemes of learning sequence the knowledge and skills required.

Our teachers ensure that learners are effectively supported and challenged to acquire, rehearse and connect prior (sticky) knowledge in order to meet or exceed national age-related expectations.

We adapt new material, concepts and procedures into small steps ensuring there is adequate time set aside for each step.

- We plan collaboratively, creatively and are responsive to pupil’s individual needs;
- We think carefully about pupil’s prior knowledge and understanding and their next steps for success;
- Common misconceptions are addressed;
- Pupils practise at each step to gain greater knowledge;
- Independent tasks are designed so that learning is memorable.

### **Vocabulary**

There is a culture across the school that places great emphasis on the importance of all pupils acquiring a wide and ambitious vocabulary – it is accumulated sequentially across all subjects and it is taught explicitly.

- Whole school ethos to promote a love of reading;
- Whole school drive towards vocabulary-rich teaching;

- Use of Word Aware to introduce and pre-teach specific and ambitious vocabulary;
- Celebration of vocabulary through Word Wizard award;
- Pupils encounter the target vocabulary while reading high quality texts during lessons – this supports understanding and recall;
- Multisensory approach;
- Makaton;
- Tasks are set for pupils to practise using the words in writing and in discussions;
- Pupils engage in word-based retrieval practice to check understanding.

## Modelling

For effective instructional teaching, teachers must think-through the learning processes of their pupils, adapting their approaches to ensure all children access key concepts. Potential barriers to learning must be considered and a range of strategies to combat these employed, supporting children to a deeper understanding.

Type of model	Detail	Classroom examples
Worked-out models	These are completed tasks and exemplars that can be used as scaffolds. In these models the general patterns are clear and they provide a strong basis for learning. The level of completion may be reduced leaving the children to finish the problems and complete the tasks independently. Providing no examples adds to the cognitive load and can leave the children unsure of the procedure and how to apply it.	Teacher instruction Working walls WAGOLL
Conceptual Models	These are models we need to have in order to understand a bigger concept, for example, the properties of solids, liquids and gases or the water cycle. This type of model allows the children to visualise the concept.	Working walls Knowledge organiser
Thinking out loud	This is the explicit articulation of our thought processes to solve problems or undertake creative activities. <i>“I wonder if ...”</i>	Teaching Modelling/explaining
Manipulatives	This type of modelling helps link abstract ideas to concrete examples. Manipulatives and concrete examples help the children to make links between the abstract knowledge being taught and the experiences of the children.	Working walls Learning environment Classroom resources
Linking knowledge and experience	Modelling that links the new knowledge and the children’s experiences builds upon the previous models. In some subjects, the experienced knowledge forms the essential basic background knowledge the children need e.g. science. We store and connect them more through memory consolidation.	Working walls Mind maps Concept Maps
Organising the information	The children need to be explicitly taught models that help organise information. Teachers model how the complex steps of information can be sequenced, connected and arranged in a pattern to make it possible to learn and recall later.	Knowledge organiser WAGOLL Working wall

## Scaffolding

Teachers have high expectations and set ambitious goals for all children using a range of scaffolds to enable children to overcome barriers to their learning. These can include (but are not limited to): word lists, sentence starters or sentence builders, useful phrases, diagrams, concept maps, exemplars of completed or partially completed tasks, success criteria, or knowledge organisers.

Type of scaffold	Detail	Classroom examples
Writing frames	These help children scaffold their writing in all subjects. Frames can provide scaffolds for extended pieces of writing as well giving the children sentence stems to help the children frame their answers.	WAGOLL Learning environment.
Exemplars	The children critically analyse examples, created by the teacher or other children. Children can better understand the success criteria if they can identify what has gone well and how a piece can be even better. They can then compare theirs to the example. Through a better understanding of the success criteria, the children will have a better understanding of the definition of excellence. Where appropriate, deliberate teacher mistakes may be included for children to identify.	Success criteria WAGOLL Working walls
Strategic thinking	These are strategies that help the children unlock the question the children may initially struggle with. This type of strategic thinking needs <b>explicit</b> modelling and scaffolding before the children can do it independently.	Learning environment
Anticipate errors and misconceptions	An important part of scaffolding is tackling common misconceptions. Making the children aware of the 'traps' they could fall into, helps them to be more efficient in self-checking and self-correcting their work.	Class teaching

## Questioning

We aim to create a culture of collaborative learning in our classrooms – questioning is an integral part of our teaching and learning process. We ask a lot of questions during lessons – all children are involved. A wide range of questioning strategies are used to enable students to deepen their understanding and teachers to identify areas that need to be explained, clarified or extended.

Questioning Technique	Detail
Cold Call	No hands up or calling out Ask everyone - teacher selects who answers
No Opt Out	If students get an answer wrong or don't know, go back to them to check that they now know the answer
Check for Understanding	Ask a selection of students to relay back what they have understood about the question that is being discussed
Probing Questioning	Make each question and answer exchange a mini dialogue, probing to explore students understanding
Choral responses	Word-wave, Popcorn, Teacher summarising / eaves dropping

Say it again better	Accept students' first half-formed responses but then help them to reframe a better more complete response
Unspoken response	Thumbs up/ down, corners, T or F, multiple choice, mini whiteboards to provide simultaneous responses from the whole class

### Practising, reviewing and revisiting

A potential challenge for all pupils is the inevitable, predictable and natural process of forgetting. Unless we review what we have learned, our memory of that information diminishes; we remember fewer details, fewer connections and find it harder to retrieve what we previously learned. Guided practice is facilitated within lessons to ensure a high degree of fluency is reached. A variety of retrieval based activities are used to promote lasting learning.

Frequency	What do we want them to recall?	Strategies that can be used to retrieve and review
Pre-teach	New terminology, vocabulary and or strategies	1:1 or small group interventions
Elicitation	Prior learning linked to new topics	Knowledge Organisers; end of unit reflection pieces
Daily	New terminology or vocabulary	Multiple-choice questions – which is the best use of the word.
	Can you still..	Prior learning revisited in the form of a quick response question
	Factual recall	Flashback 4 Grammar Recall Kagan structures (see attached)
Weekly /Monthly	Factual recall as a baseline for further pieces of work e.g. key dates, individual moves for a dance sequence.	Can you still.. questions Flashback 4 Grammar Flashback Retrieval questions End of unit reflection Metacognitive application Tell a story / retell Quizzes Multiple choice questions True or false Demonstrate / show me Share your favourite...
		Formative and summative assessment
		Home-learning Activities can be used to revisit weekly and daily learning.

### Collaborative Learning Structures

We are a collaborative learning school and employ a consistent use of Kagan structures to ensure active and purposeful learning, engaging, challenging and supporting all pupils.

### Immersive learning including DEAL Strategies

Drama is valued as an integral feature of an enriched curriculum and for its impact on social and emotional wellbeing. Learners are actively engaged as thinking, feeling and physical learners within creative contexts that inspire a more memorable curriculum. Oracy, communication, reading and writing are enriched by drama and Narrative Immersions.

DEAL Strategies are used in our classrooms throughout the curriculum, to enhance the learning experience of the children.