

# SEND Newsletter

This half-term's focus is...Adaptive Teaching  
in the classroom. (Summer 2 2023)



## Useful Websites for further Reading

<https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>

<https://www.sec-ed.co.uk/best-practice/adaptive-teaching-explained-what-why-and-how-pedagogy-classroom-teachers-curriculum-differentiation-teachers-standards-pisa/>

## Suggested Watching

<https://www.bing.com/videos/search?q=adaptive+teaching+in+schools&&view=detail&mid=1F65CC619A9524363FD91F65CC619A9524363FD9&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dadaptive%2Bteaching%2Bin%2Bschools%26FORM%3DHDRSC6>

## What do you need to know?

- Adaptive teaching is nothing new, it is quality first teaching for all.
- It is ensuring that all children can access the curriculum, and that appropriate measures are put in place, so that all children can reach their full potential.
- Ensuring no 'ceiling' is placed upon anyone.
- Removing any 'coloured/named groupings', enabling a level playing field.
- Supporting children as rounded individuals and developing resilience and independence, which will have a positive impact upon self-esteem.
- Adaptive teaching will significantly benefit all children.

"Adaptive teaching", is a move away from the term "differentiation". Having a full understanding of every child is extremely important in adaptive teaching. Time needs to be diverted to identifying reasons for learning struggles, not just the struggles themselves. As such, pupils' physical, social, and emotional well-being, including their relationships with peers and trusted adults, are fundamental.

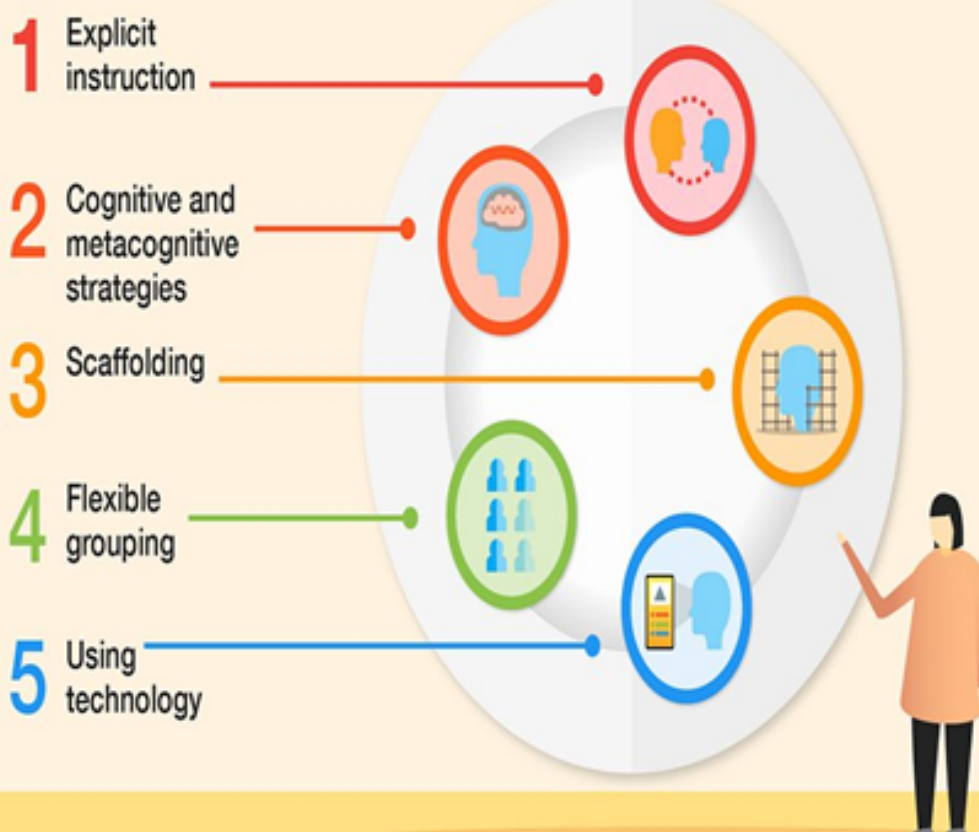
## How to support...

Meeting the range of needs presented by a class of children is a challenging task. However, research suggests that there are approaches which teachers can employ to support learning and improve outcomes for all pupils, including those with Special Educational Needs.

The evidence, which informed the EEF's 'Special Education Needs in Mainstream Schools' guidance report, indicated that there are five particular approaches which can be integrated into day-to-day teaching practice, to raise attainment among children with additional needs, as well as their classmates.



# The 'Five-a-Day' principle:



**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”.

**Cognitive strategies** are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths.

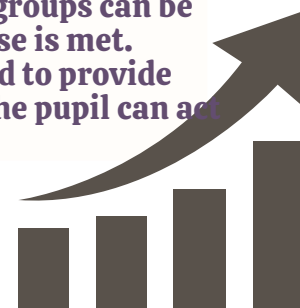
**Metacognitive strategies** help pupils plan, monitor and evaluate their learning.

‘**Scaffolding**’ is a metaphor for temporary support that is removed when it is no longer required (it is not differentiation). Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently.

This requires effective assessment to gain a precise understanding of the pupil’s current capabilities.

**Flexible grouping** describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

**Technology** can assist teacher modelling. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback.





# Celebrating our Successes

## Summer 2



### Charlie (Y5 CLB)

This half term, we are celebrating Charlie achieving learning all his year 5/6 common exception words. He has been working on this since November 2022 .



### Matthew (Y1)

This half term, we are celebrating Matthew, as he is now sounding out and blending together independently, allowing him to read a book with little support. He has recently moved up a book band in Little Wandle and is continuing to show successes throughout phonics.



### Staff at Heathfield

This half term, we are celebrating all the staff at Heathfield. They have demonstrated they put the children first, by asking how they can help to improve outcomes for them. They have also included and welcomed a new SENDCo. - well done

everyone!

