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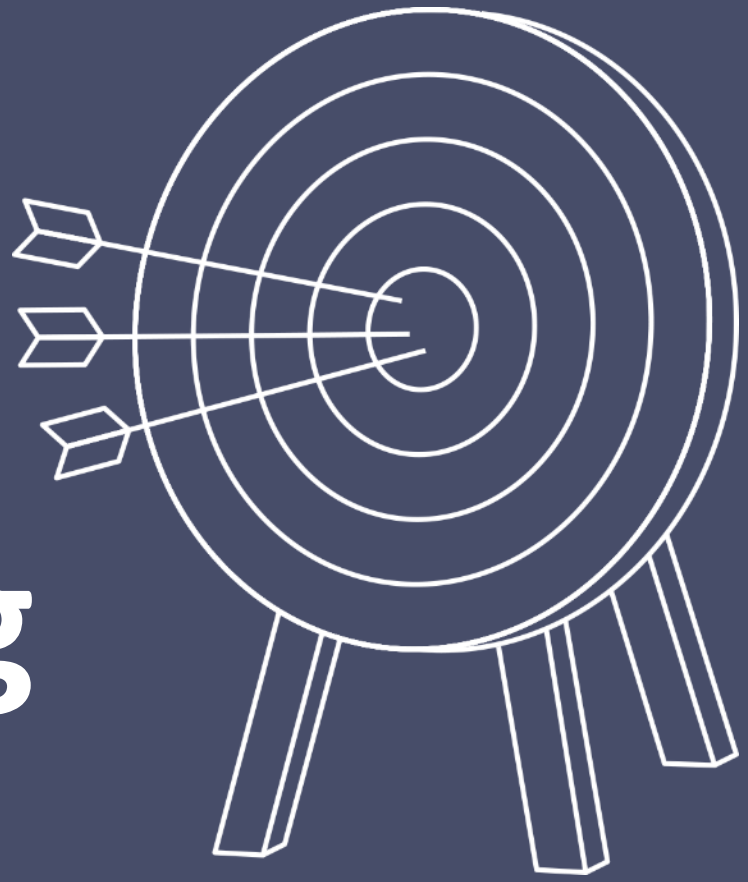
ECT Conference 2
Adaptive Teaching

Tania Harding & Kate Broadribb



Introductions

Ambition Institute

Why we are here

Ambition Institute

OUR VISION

An education system where every child can thrive, no matter what their background.

OUR MISSION

To help educators serving children from disadvantaged backgrounds to keep getting better.

Keep getting better

Ambition Institute

BE BRAVE

BE KIND

BE PRESENT

Making the most of today

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BE BRAVE

BE KIND

BE PRESENT

QUESTIONS

CONFIDENTIALITY

DEVICES

The importance of ‘Cold Call’

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Ask a question → Give thinking time → Name the person

It is used to…

> check understanding
> help you to clarify your own understanding
> hear a wide range of views

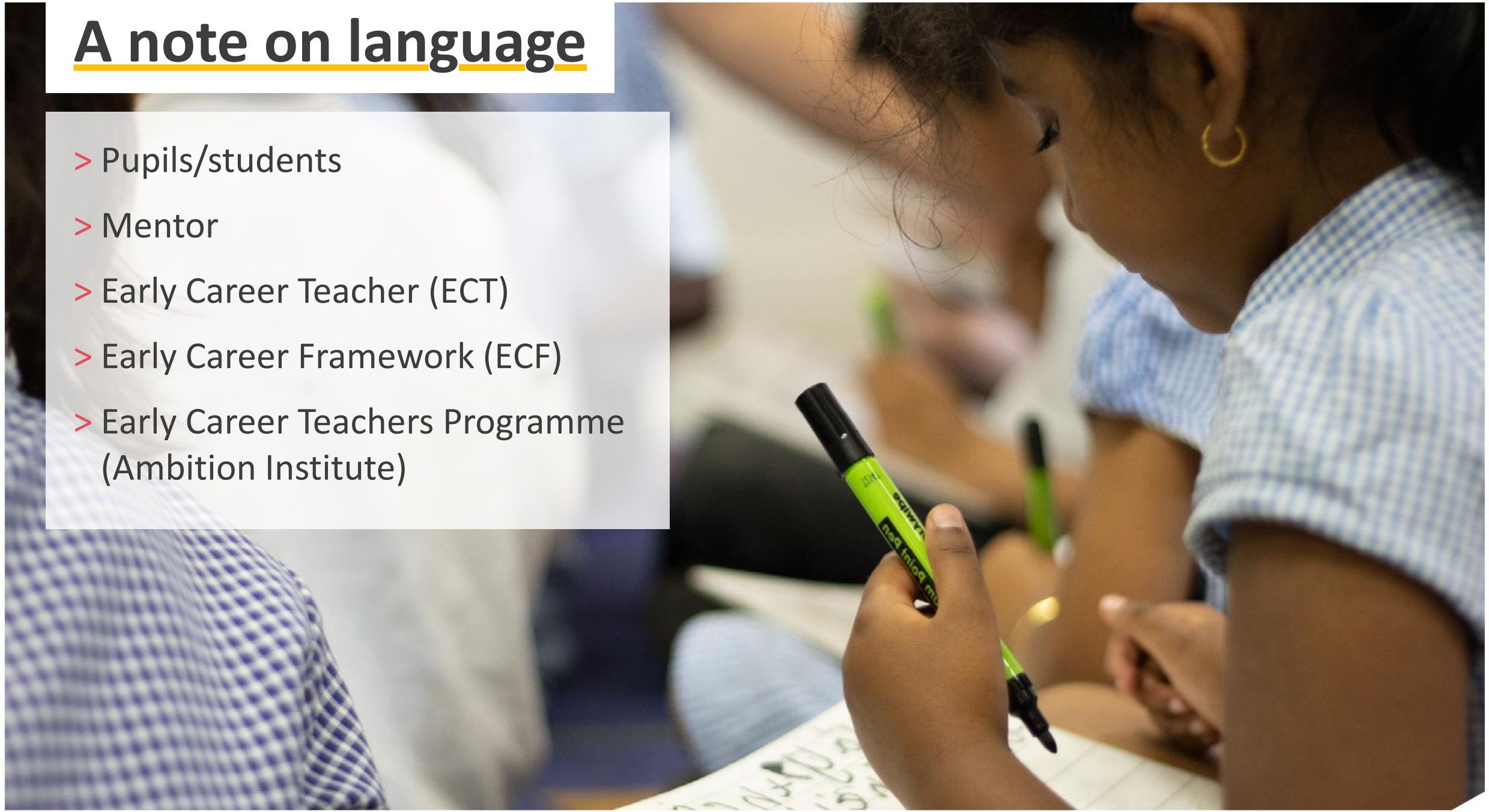
Is it not used to…

> catch people out
> make people feel awkward

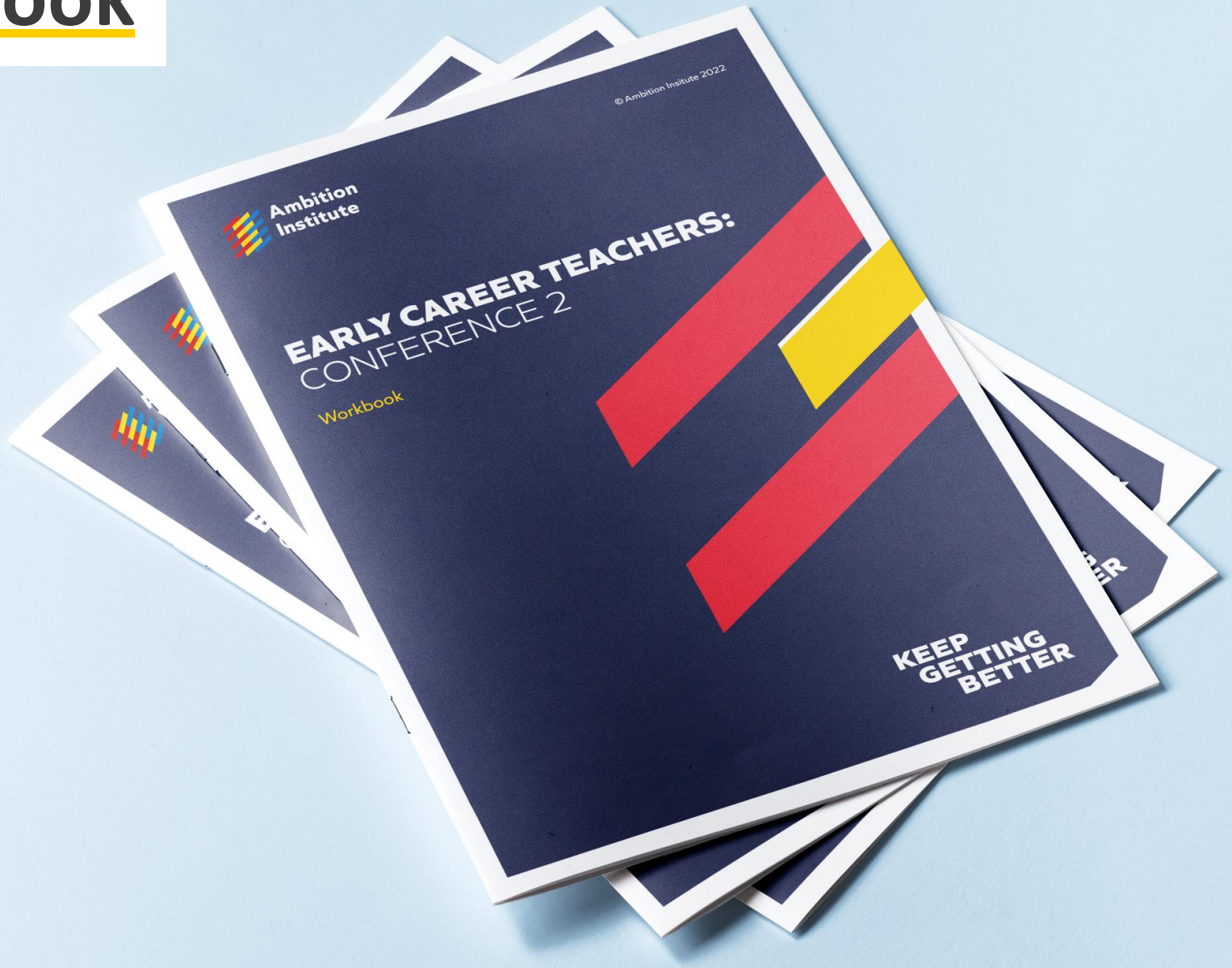
Lemov, D. (2010) *Teach like a champion.*

A note on language

- Pupils/students
- Mentor
- Early Career Teacher (ECT)
- Early Career Framework (ECF)
- Early Career Teachers Programme (Ambition Institute)



Workbook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EARLY CAREER TEACHERS:
CONFERENCE 2
Workbook
KEEP GETTING BETTER

Outcomes

- Understand the definition of adaptive teaching
- Know that adaptive teaching is supported by formative assessment strategies
- Reflecting on which aspects of your current practice support adaptive teaching
- Engage with examples of teaching practice and discussions that aim to further develop your understanding of being an adaptive teacher
- Consider how you might implement adaptive teaching in your classroom and teaching practice

Timings and order of the day

> Welcome (15 mins)
> What is adaptive teaching? (40 mins)
> Making assessment meaningful (2 hour 15 mins)
> What does adaptive teaching look like in practice? (50 mins)
> How can we respond? (45 mins)
> Action planning (15 mins)
> Reflection (10 mins)

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What is adaptive teaching?

Making assessment meaningful

What does adaptive teaching look like in practice?

How can we respond?

Action planning

Close

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"responsive teaching blends planning and teaching, based on an understanding of how students learn from cognitive science with formative assessment to identify what students have learned and adapt accordingly."

Fletcher-Wood (2018)

What process do we need to go through?

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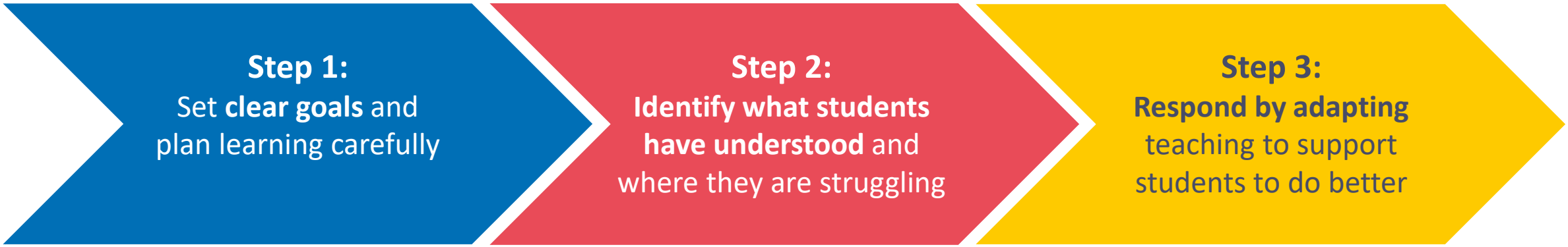
Step 1:
Set **clear goals** and plan learning carefully

Step 2:
Identify what students have understood and where they are struggling

Step 3:
Respond by adapting teaching to support students to do better

Discussion



> Of the three steps needed for adaptive teaching, which do you think is the most challenging for teachers in practice? Why?

Step 1

Step 1:
Set **clear goals** and plan learning carefully

Step 2:
Identify what students have understood and where they are struggling

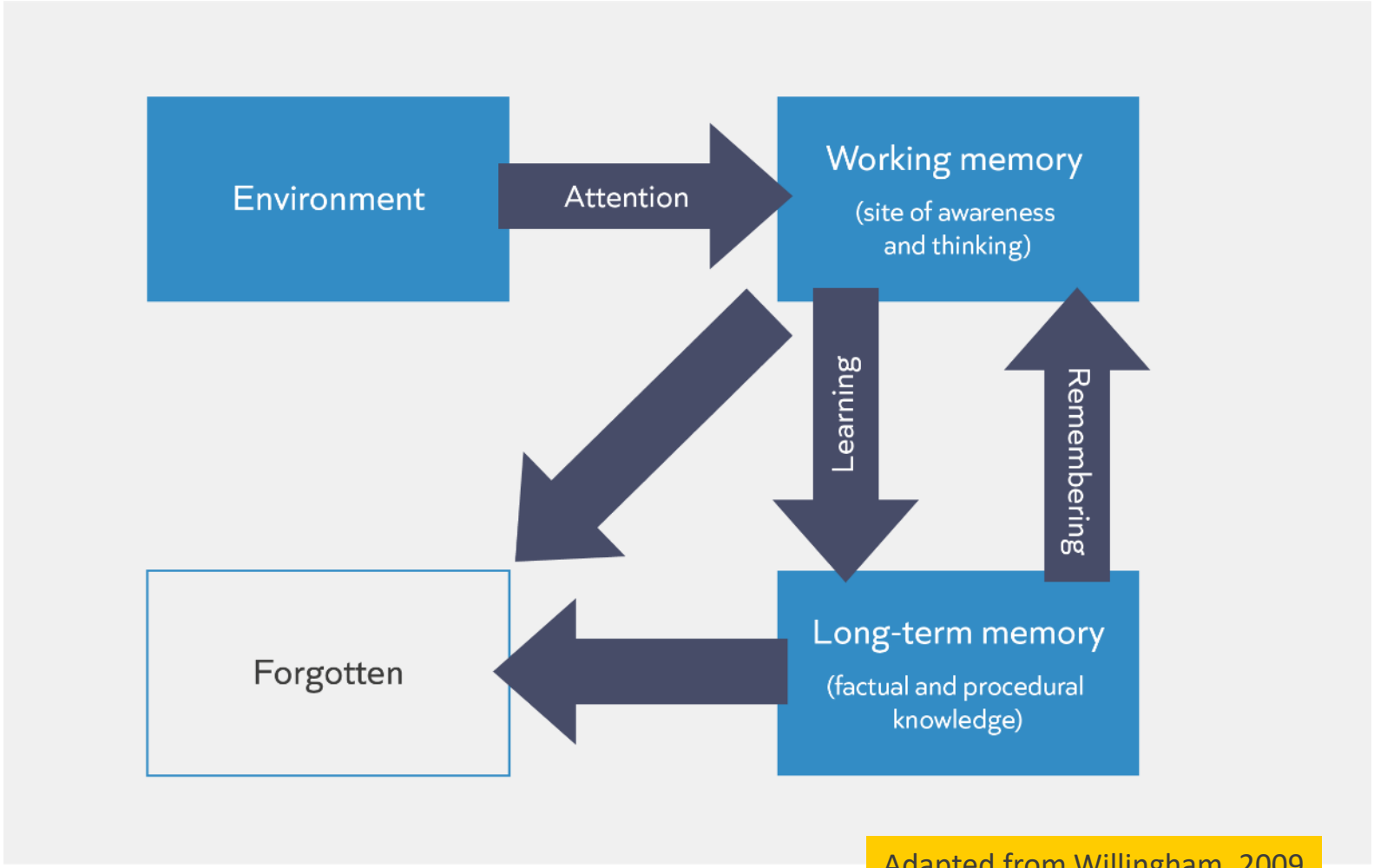
Step 3:
Responding by adapting teaching to support students to do better

- We need to know what we want pupils to know and be able to do.
- If we have thought deeply about this, we are more likely to design an assessment which will help us to decide whether pupils know or can do what we want them to.

Links to habits of planning

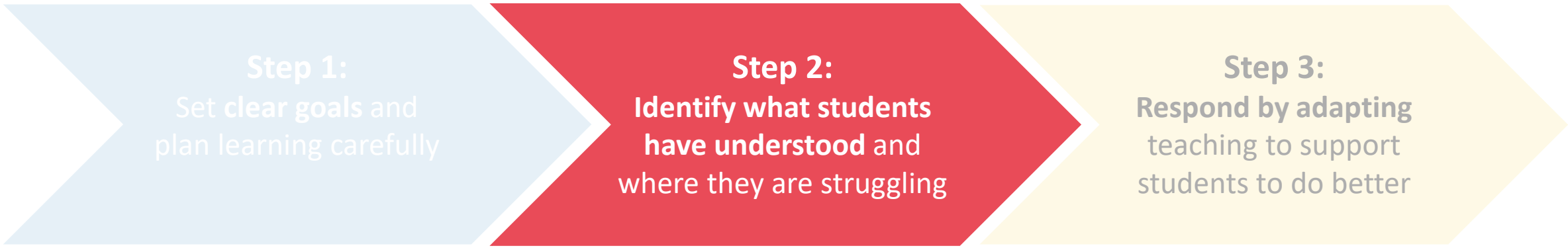
1	**Identify and break down knowledge** by analysing your end of unit task.
2	**Build on prior knowledge** by sequencing from what your pupils may already know.
3	**Make the learning accessible** by identifying gaps and misconceptions your pupils may have.
4	**Build lasting learning** by planning for multiple retrieval and practice opportunities to prepare pupils to apply key knowledge.
5	**Deepen understanding** by ensuring that, once key knowledge has been securely acquired, you vary the contexts in which pupils apply that knowledge.

Adaptive teaching and science of learning



Adapted from Willingham, 2009

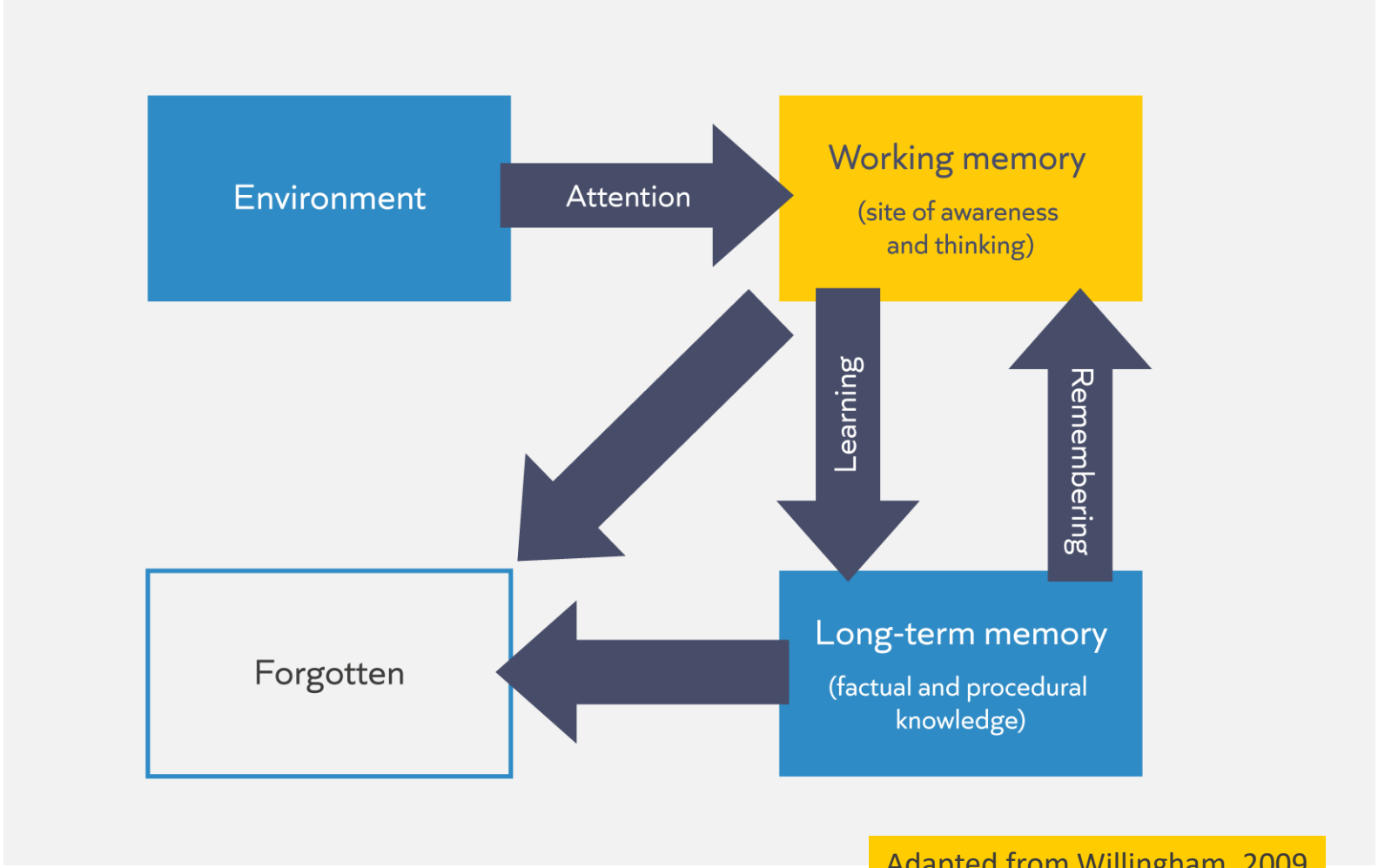
Step 2



> We need to establish pupils' understanding.

> If we establish pupils' understanding, we can make better decisions about how to respond.

Adaptive teaching and science of learning



Adapted from Willingham, 2009

Retrieval task

> Define the following terms:

Formative assessment

Summative assessment

> How confident are you in giving an example of each?

Assessment: definitions

Formative Assessment

- Happens on a day-to-day basis during teaching and learning.
- Allows teachers to assess attainment and progress more frequently through consistent review and feedback.

Summative Assessment

- Assesses pupil performance at the end of a period of time.
- There may be an assessment at the end of a unit, at the end of a term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

Examples of assessment strategies

Formative Assessment

- Questions (written and verbal)
- Lesson tasks
- May not always be recorded
- Peer/Self Evaluation
- Using tools such as mini-whiteboards
- Homework
- Exit tickets (Lemov, 2010)

Summative Assessment

- Standardised Tests e.g. GCSEs
- Written test
- Practical test
- Coursework/Projects
- End of unit task
- Observation

Step 3

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Step 1:
Set **clear goals** and plan learning carefully

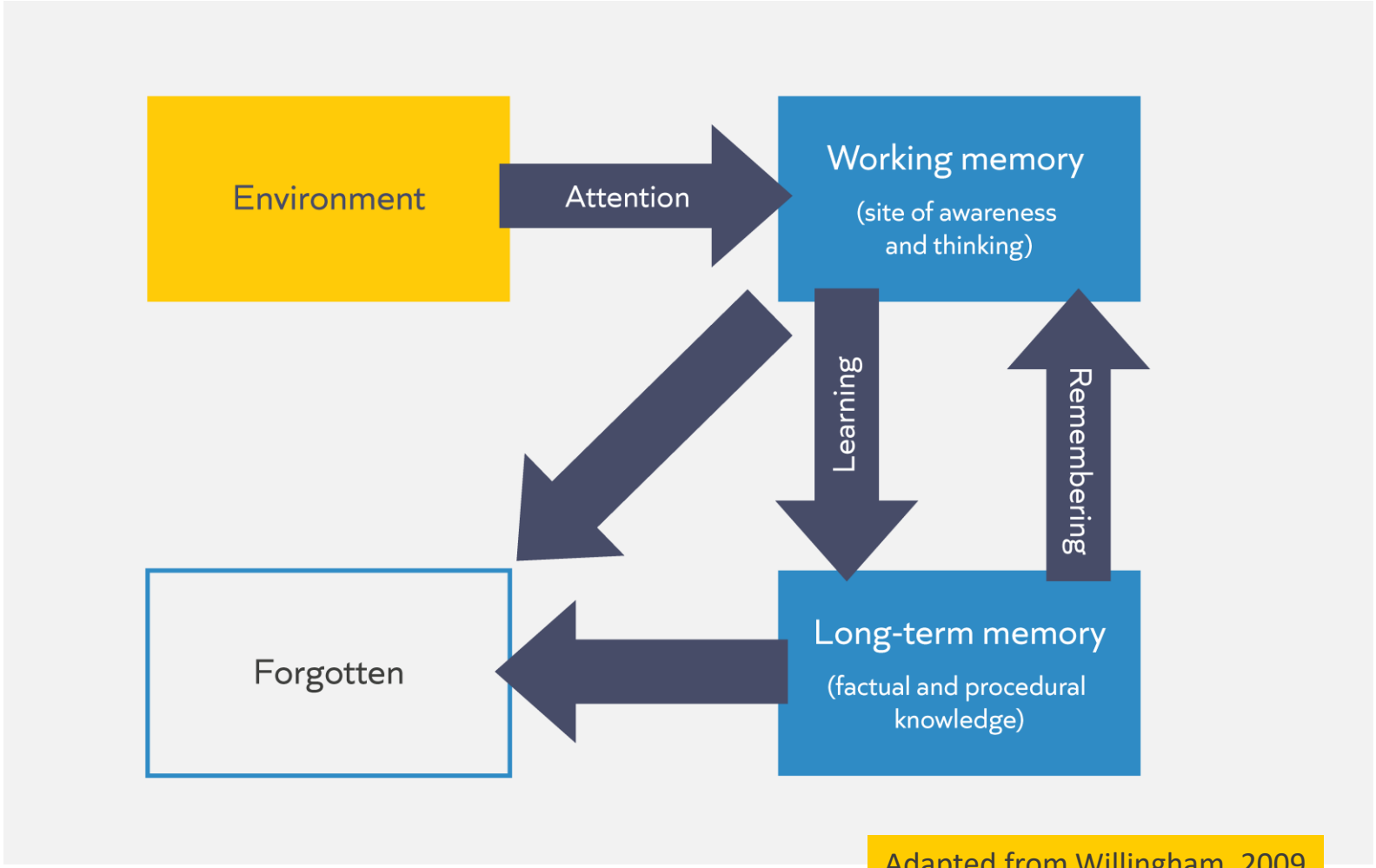
Step 2:
Identify what students have understood and where they are struggling

Step 3:
Respond by adapting teaching to support students to do better

> We need to support pupils to correct errors, misunderstanding and misconceptions.

> Secure mental models lay the foundations for the next steps in learning.

Adaptive teaching and science of learning



Adapted from Willingham, 2009

Assessment strategies vs adaptive teaching

Assessment strategies	How these strategies look when used in adaptive teaching
Using mini-whiteboards	Using mini-whiteboards as a way to identify what students are thinking, then adapting your lesson(s) accordingly.
Asking questions	Using focussed questions to elicit pupils thinking and address misconceptions before a task.
Showing and live-marking a piece of pupil work	Using a model of pupil work, ask pupils questions to draw out what makes it successful, adapting this to pupils n

Strategies like this, in isolation, are unlikely to make teaching adaptive. Adaptive teaching is about the information that teachers gather and what they *do* with that information.

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What is adaptive teaching?

Making assessment meaningful

What does adaptive teaching look like in practice?

How can we respond?

Action planning

Close

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"When assessment is formative, the aim is to reveal pupils' weaknesses so the teacher can act on them. When assessment is summative, the aim is to give pupils a final grade […]. Indeed, formative assessment is so different from summative assessment that Wiliam has said that he wished he had called AfL 'responsive teaching', rather than using the word assessment."

Christodoulou (2017)

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"I believed I was doing Assessment for Learning well: I shared objectives, but they were constructed hurriedly and uncritically. Students used mini-whiteboards, but I could not read thirty paragraphs at once: I was eliciting writing, not evidence of students' learning. Assessment for Learning often seemed to prioritise techniques isolated from students' learning: many teachers came to see it as a collection of gimmicks, not a group of principles."

Fletcher-Wood (2018)

How do we know what we are responding to?

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Step 1:
Set **clear goals** and plan learning carefully

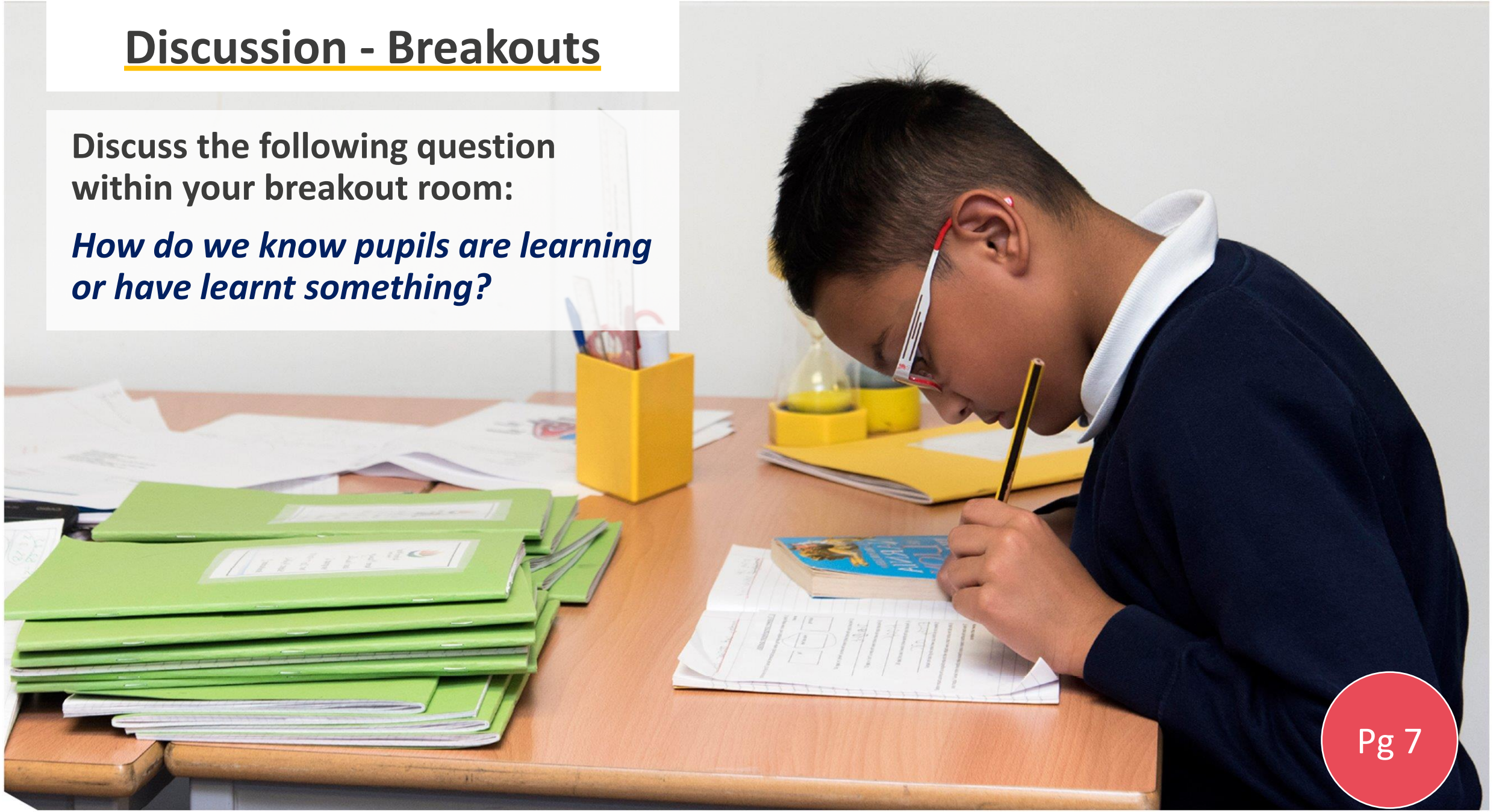
Step 2:
Identify what students have understood and where they are struggling

Step 3:
Respond by adapting teaching to support students to do better

Discussion - Breakouts

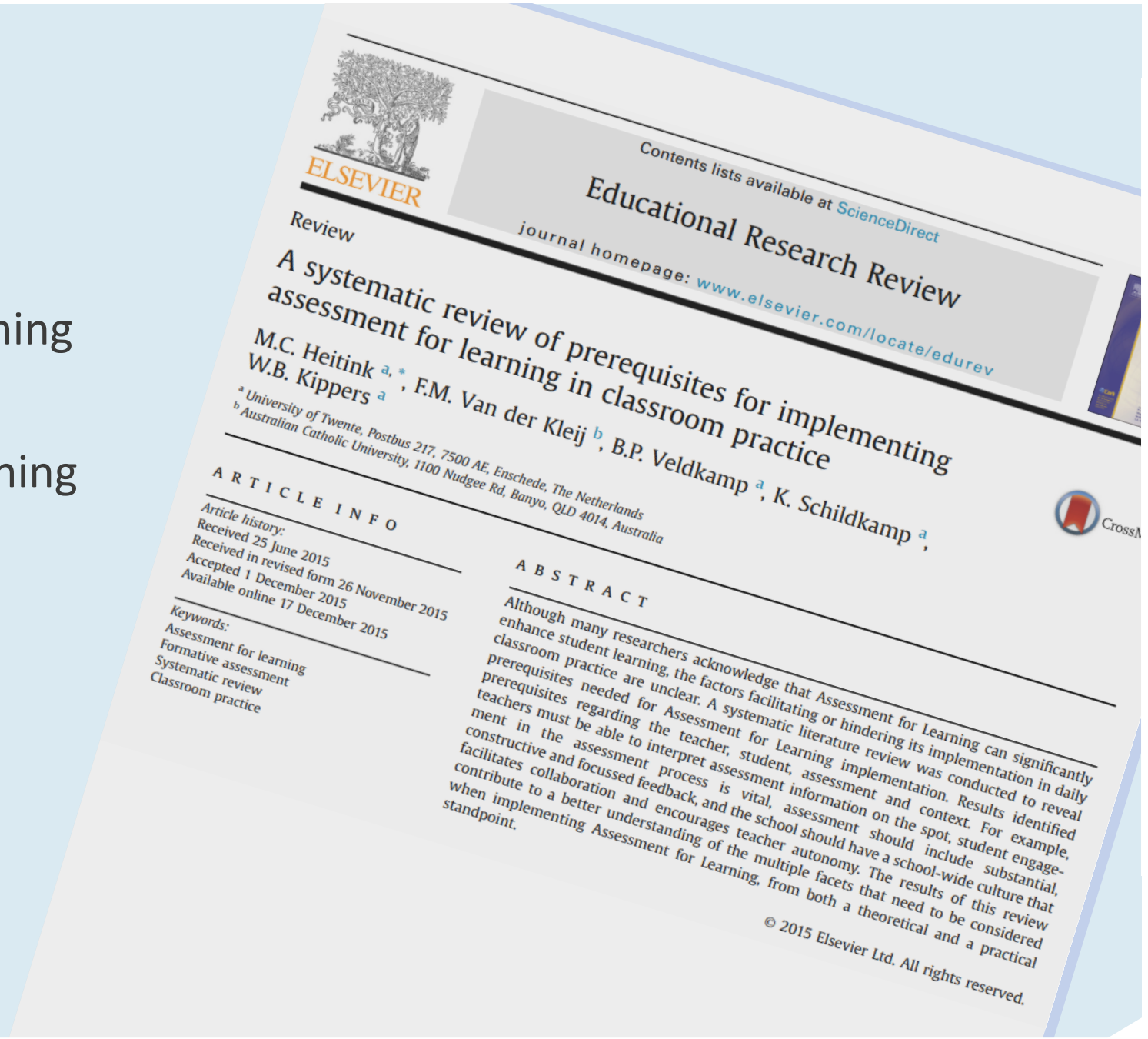
Discuss the following question within your breakout room:

How do we know pupils are learning or have learnt something?



Reading activity

- Systematic review
- Extract 1
  summary of assessment for learning
- Extract 2
  challenge to assessment for learning



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Review

A systematic review of prerequisites for implementing assessment for learning in classroom practice

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ABSTRACT

Although many researchers acknowledge that Assessment for Learning can significantly enhance student learning, the factors facilitating or hindering its implementation in daily classroom practice are unclear. A systematic literature review was conducted to reveal prerequisites needed for Assessment for Learning implementation. Results identified prerequisites regarding the teacher, student, assessment and context. For example, teachers must be able to interpret assessment information on the spot, student engagement in the assessment process is vital, assessment should include substantial, constructive and focussed feedback, and the school should have a school-wide culture that facilitates collaboration and encourages teacher autonomy. The results of this review contribute to a better understanding of the multiple facets that need to be considered when implementing Assessment for Learning, from both a theoretical and a practical standpoint.

Reading activity & comfort break

Task 1: Re-read the extracts from Heitink et al (2016) independently and make notes under the following guiding questions:

Extract 1 (p8-11)

1. What are the key formative assessment approaches used in schools?
2. Of the 5 strategies identified on page 9, which do you think is hardest for teachers? Why?
3. What does the evidence/ literature say about formative assessment? What problems does this present?

Extract 2 (p11—12)

1. What are the challenges and barriers to successful implementation of assessment for learning? (what do teachers need to be able to do to implement it effectively in their classrooms?)

Task 2: Be ready to discuss and compare your responses in breakout rooms

8-12

Challenges to successful formative assessment

1. Subject knowledge: teachers need a good understanding of the important content, concepts and misconceptions within their subject.

2. Understanding student thinking: teachers need to find ways of eliciting what students know and the misconceptions that they might hold.

3. Interpreting student thinking: teachers need to be able to interpret information about student thinking, sometimes on the spot.

4. Knowledge of assessment types: teachers need knowledge of a range of different types of assessment and the ability to develop assessments that achieve a specific purpose.

5. Planning questions: teachers need the ability to construct questions that elicit evidence of student learning. They need to critically evaluate different assessment instruments.

Heitink et al (2016)

Where will we focus our attention in this section?

1. Subject knowledge: teachers need a good understanding of the important content, concepts and misconceptions within their subject.

2. Understanding student thinking: teachers need to find ways of eliciting what students know and the misconceptions that they might hold.

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Heitink et al (2016)

Recap: learning vs performance

Learning is a persistent change in our long-term memory. Learning goes on inside our minds and we cannot see this. (Kirschner, Sweller & Clark, 2006)

Performance is immediate behaviour or knowledge that can be observed and measured during and immediately after acquisition. (Soderstrum and Bjork, 2015)

Poor proxies for learning

'Easily observed, but not really about learning'

1. Students are busy: lots of work is done (especially written work).
2. Students are engaged, interested and motivated.
3. Students are getting attention: feedback, explanations.
4. Classroom is ordered, calm and under control.
5. Curriculum has been 'covered' (i.e. presented to students in some form).
6. (At least some) students have supplied correct answers (whether or not they really understood them, could reproduce them independently or knew them already).

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What data do we need to gather?

We need an objective measure of our impact on pupils.

We need to catch pupils' misconceptions early.

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"Questioning is an essential part of helping students to make progress but only if it causes thinking or elicits evidence that informs our teaching."

Didau (2012)

What types of questioning are there?

Type your responses in the chat bar

- **Socratic** – questions which encourage discussion, are philosophical and challenging promoting critical thinking
- **Hinge** – often framed as multiple choice questions, but carefully crafted so that answers are plausible to really check depth of understanding. The lesson 'hinges' on theses questions as there is little point moving on if this crucial understanding has not been grasped.

Socratic questioning – geography example

1. Classify thinking
2. Probe assumptions
3. Gather evidence
4. Consider alternative opinions
5. Explore implications
6. Question the question

Should Southampton prioritise reducing traffic?

Definition: hinge questions

Hinge questions are pre-planned questions used at key points in the lesson to diagnose if students are ready to move on.

What is your confidence level with hinge questions?

Wiliam (2015)

When to use hinge questions

A check for understanding at a ‘hinge point’ in the lesson.

It is the point where you move from one idea/task to another.

You need pupils to show they understand the content so you can move onto the next chunk of learning.

Fletcher-Wood, 2013

Geography example:
Why did Boscastle flood?

A. There was heavy rain
B. The steep valley sides meant the lag time was short and the river couldn't contact the water
C. The river had been artificially straightened upstream
D. Deforestation led to soil erosion that made the river channel too shallow to contain the water

Success criteria for planning hinge questions

When to use:

- At a point in lesson before pupils move on to a new concept/task

What to assess:

- Pupil understanding of key learning
- Likely misconceptions

How to design:

- Sufficient structure to provide a clear response
- Accessible to all pupils
- Swift to answer and quick to review

How to use:

- To inform next steps in teaching
- To identify individuals who require more support

Model: designing a hinge question

	Key knowledge:
-	The outermost layer of the Earth is called the crust.
-	The crust is broken up into large pieces. These are called tectonic plates.
-	Tectonic plates are constantly (slowly) moving.
	Key misconceptions:
-	Each continent has its own tectonic plate.
-	Tectonic plates and crust are the same thing.
-	Plates move quickly and crash into each other violently.

Model: designing a hinge question

First draft

True or false

Each continent sits on a plate true ◯ false ◯

Model: designing a hinge question

Second draft

True or false

Each continent has its own plate.	true ◯	false ◯
The Earth's crust is broken up into tectonic plates.	true ◯	false ◯

Model: designing a hinge question

Finished question

For each statement, decide whether it is true or false?

1. Each continent has its own plate. true ◯ false ◯
2. The Earth's crust is broken up into tectonic plates. true ◯ false ◯
3. Tectonic plates are moving quickly and constantly. true ◯ false ◯

Success criteria for delivery of a hinge question

1. Provide statements using economy of language.

2. Provide a count down if appropriate.

3. Ask pupils to show/represent the answer to the hinge question.

4. Pupils to present their answer(s) in unison.

Success criteria for delivery of a hinge question

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Task:

For each of these four criteria, why is it important to plan and deliver a hinge question in this way?

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Delivery of a hinge question

‘I do’ model:
For the first of these four criteria, why is it important to plan and deliver a hinge question in this way?

1. Provide statements using economy of language.

- Reduces pupil cognitive load
- Increases clarity
- Reduces reading/ interpretation time of the question

→ This matters because we are increasing the likelihood that we are gathering the information that we intend to gather as pupils understand and can quickly respond to our question.

2. Provide a count down if appropriate.

3. Ask pupils to show/represent the answer to the hinge question.

4. Pupils to present their answer(s) in unison.

Delivery of a hinge question

1. Provide statements using economy of language.

2. Provide a count down if appropriate.

3. Ask pupils to show/represent the answer to the hinge question.

4. Pupils to present their answer(s) in unison.

Task: in breakout rooms, discuss the following question

For criteria 2-4 of these four criteria, suggest why is it important to plan and deliver a hinge question in this way.

Examples of assessment strategies

Hand Signals

> Teacher gives specific **cue**

> Pupils hold up digits in **unison** to represent their **answer**

Whiteboards

> Teacher gives specific **cue**

> Pupils complete their work at desk and hold up to show **answer** in **unison**

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"By predicting and pre-empting possible wrong answers, hinge questions offer the rich information an individual interview would offer from the whole class."

Bart et al. (1994) cited in Fletcher Wood (2018)

Non-example

	Key knowledge:
	plants convert energy from the sun (sunlight) to make their own food
	Potential misconception:
	Plants make their own energy

Context: KS2 Science

Task: Edit the hinge question to make it more effective.
You can edit any part of the question/answers.

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Non-example

Potential misconception: Plants make their own energy

Which of the following would be the right thing to put in the gap to make the sentence correct. Plants make their own _____.

a. Sunlight

b. Crafts

c. Photosynthesis

d. Fun

Task: Edit the hinge question to make it more effective.
You can edit any part of the question/answers.

Non-example

Potential misconception: Plants make their own energy

~~Which of the following would be the right thing to put in the gap to make the sentence correct.~~ During photosynthesis plants make their own _____.

a. Sunlight

~~b. Crafts~~ Energy

~~c. Photosynthesis Carbon~~ Dioxide

~~d. Fun~~ Food

Limitations of hinge questions

Designing questions that accurately measure pupil understanding is not always trivial or quick.

We want assessment questions that are both valid (measure what we say they are measuring) and reliable (consistent) - achieving both is hard:

- Narrower, closed questions increase the confidence we can have about the validity of assessments, but narrow the amount of content covered.
- Broader, open questions can be used to cover more content, but are likely to be less valid as a result.

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Hinge questions in your context

Task: practise writing your own hinge question for a lesson you will teach or have taught.

Think about the misconceptions that may arise and possible answers that pupils may give.

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"Whatever a student chooses, I will know what they were thinking, that they can only have been thinking that, and that there's nothing else they might have thought of that I've missed."

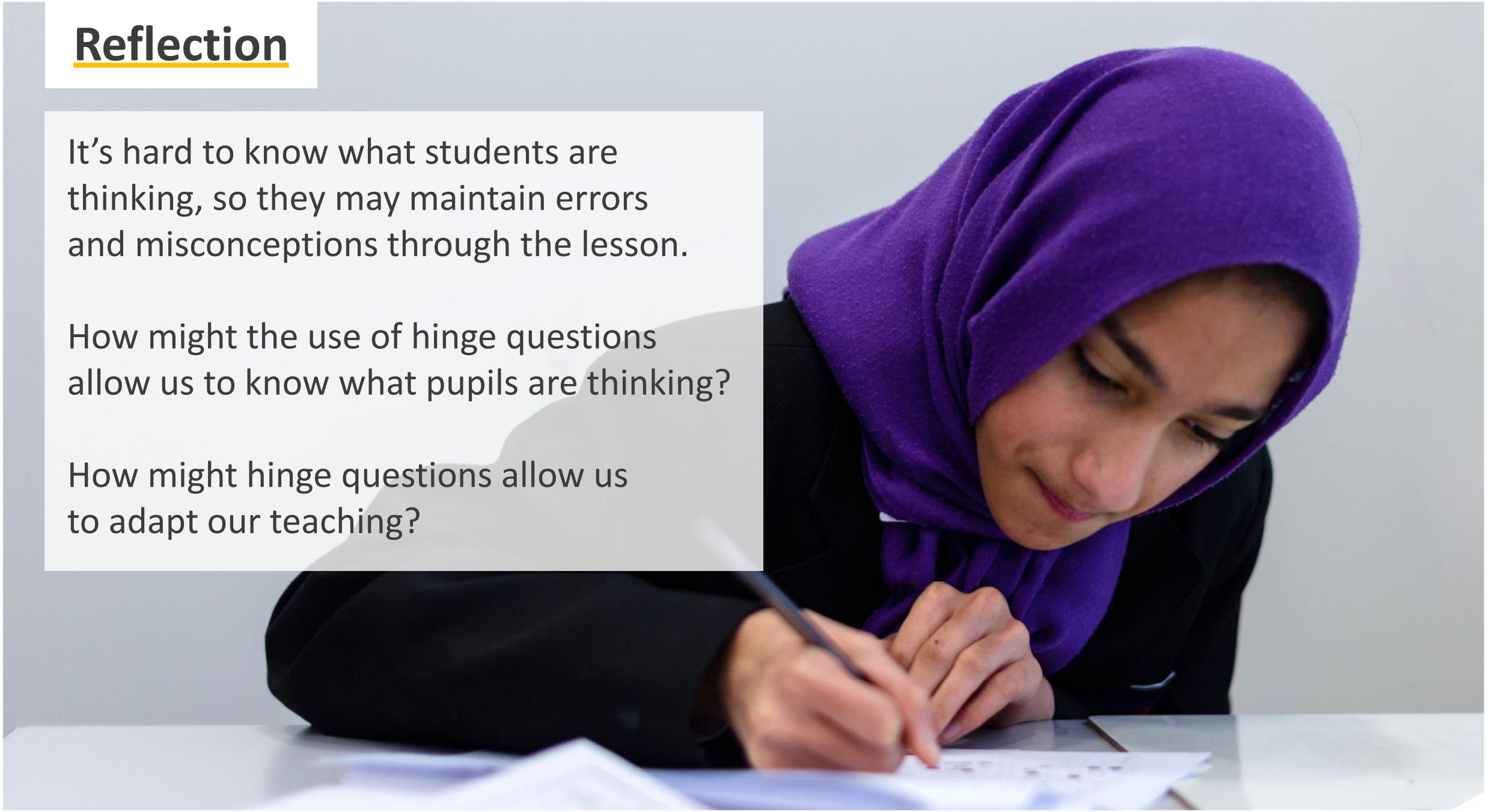
Fletcher-Wood (2018)

Reflection

It’s hard to know what students are thinking, so they may maintain errors and misconceptions through the lesson.

How might the use of hinge questions allow us to know what pupils are thinking?

How might hinge questions allow us to adapt our teaching?



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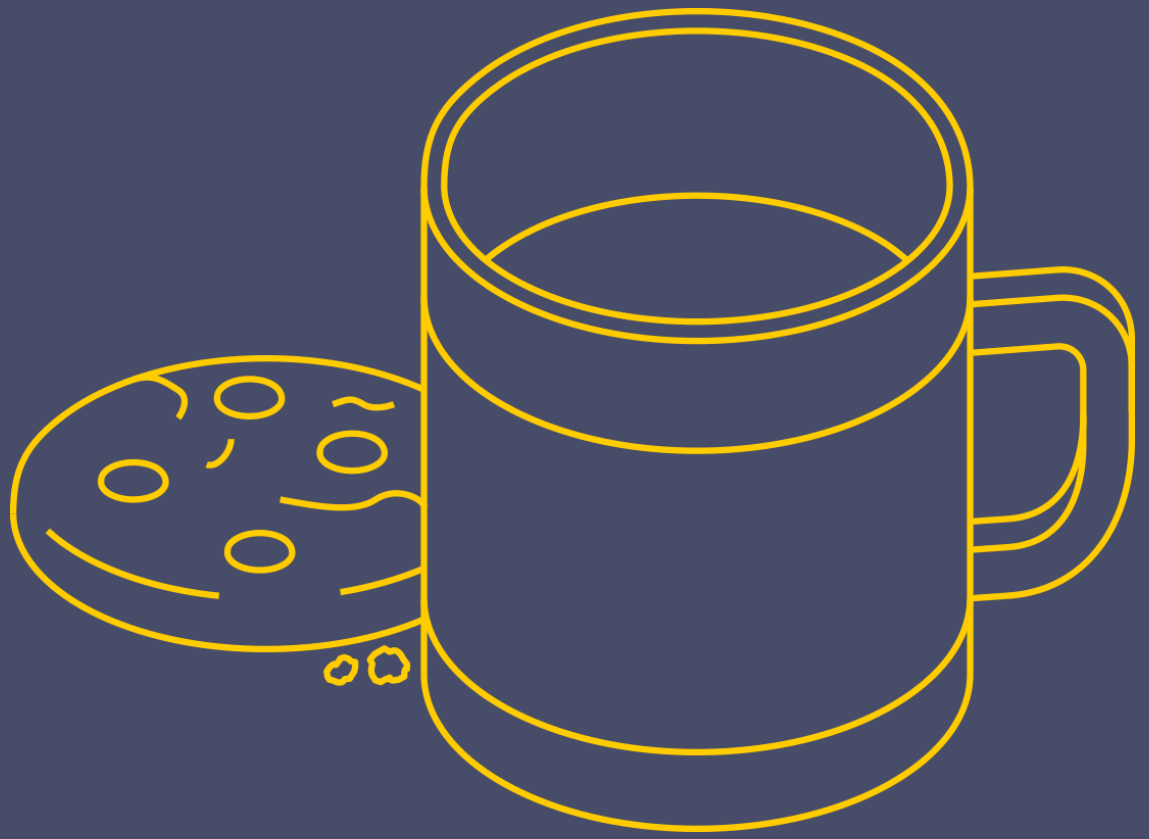
Break

30 minutes



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What is adaptive teaching?

Making assessment meaningful

What does adaptive teaching look like in practice?

How can we respond?

Action planning

Close

Adaptive teaching

1. How can we show pupils what success looks like?

2. How can we tell what pupils have learned?

3. How can we tell what our pupils are thinking?

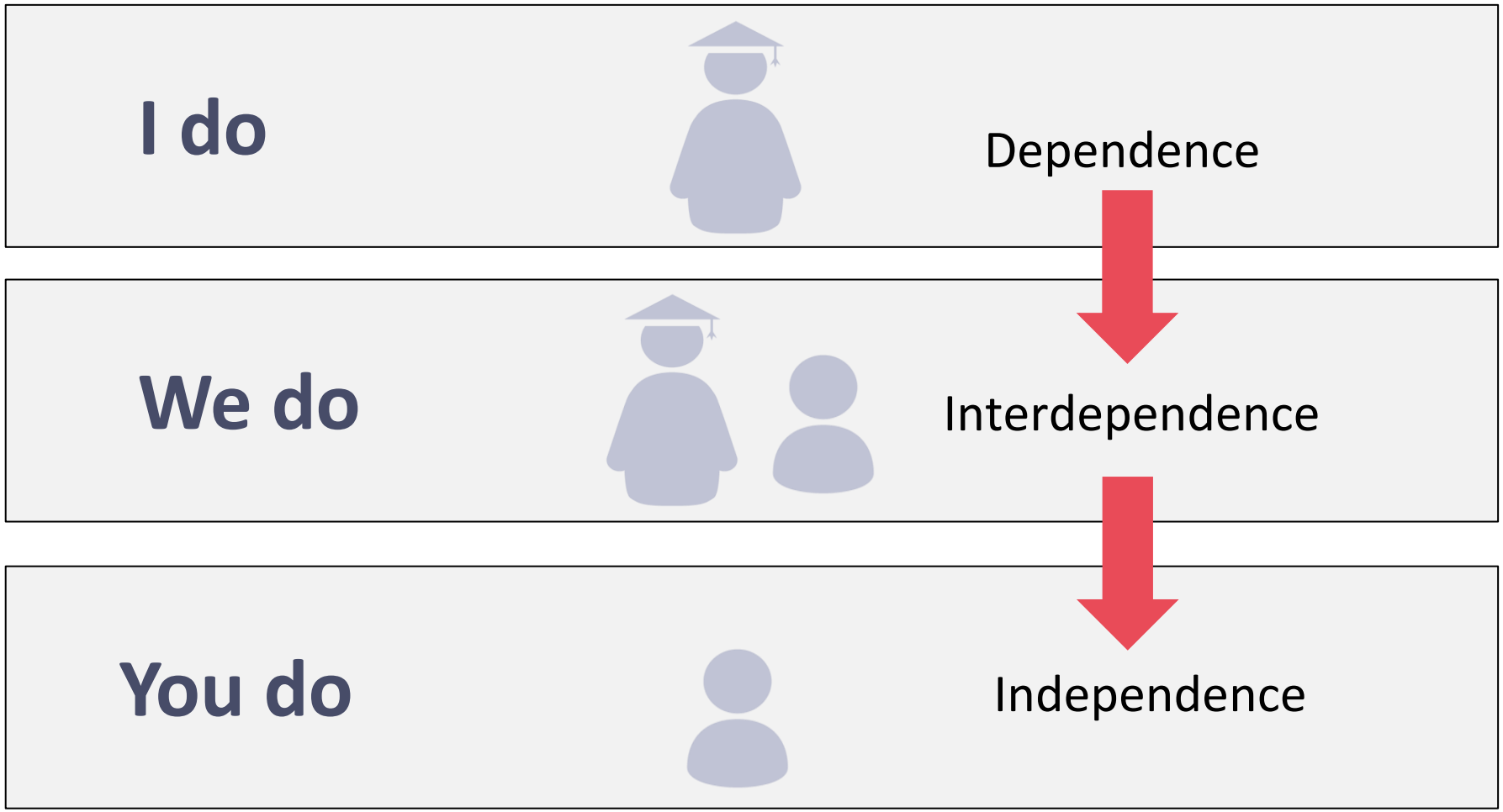
4. How can we help every pupil improve?

Fletcher-Wood, 2018

Underlying features of adaptive teaching

Underlying feature	Description
Set clear learning goals	Teachers break down longer term learning goals to plan backwards and determine steps pupils need to take to be successful. This ensures a clear focus for each learning moment and makes pupil success visible.
Identify and anticipate potential misconceptions	Teachers develop a clear understanding of what meeting the learning goal looks like and how pupils can demonstrate this as well as what specific misconceptions might occur and how these look in practice.
Plan and use assessment tools that achieves desired purpose	Teachers select appropriate assessment tools that will elicit the highest leverage information from pupils that will reveal misconception and extent of pupil understanding.
Interpret information about student learning in a timely manner	Teachers identify patterns in information elicited during assessment and make timely decisions about the best path forward for pupil learning.
Adapt teaching to respond to pupil learning and address gaps/ misconceptions	Teachers are flexible in next learning steps and have the tools to deviate from planned next steps to respond to information elicited from pupils during assessment. This is done quickly to reduce errors and misunderstanding from influencing further understanding and knowledge.

I-We-You



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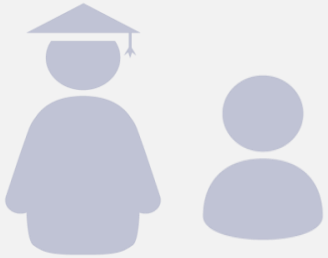
Lemov (2015)

I-We-You

I do

Activating prior knowledge
Explicit strategy instruction
Modelling of learned strategy

We do



Memorisation of strategy
Guided practice

You do

Independent Practice
(Structured) Reflection

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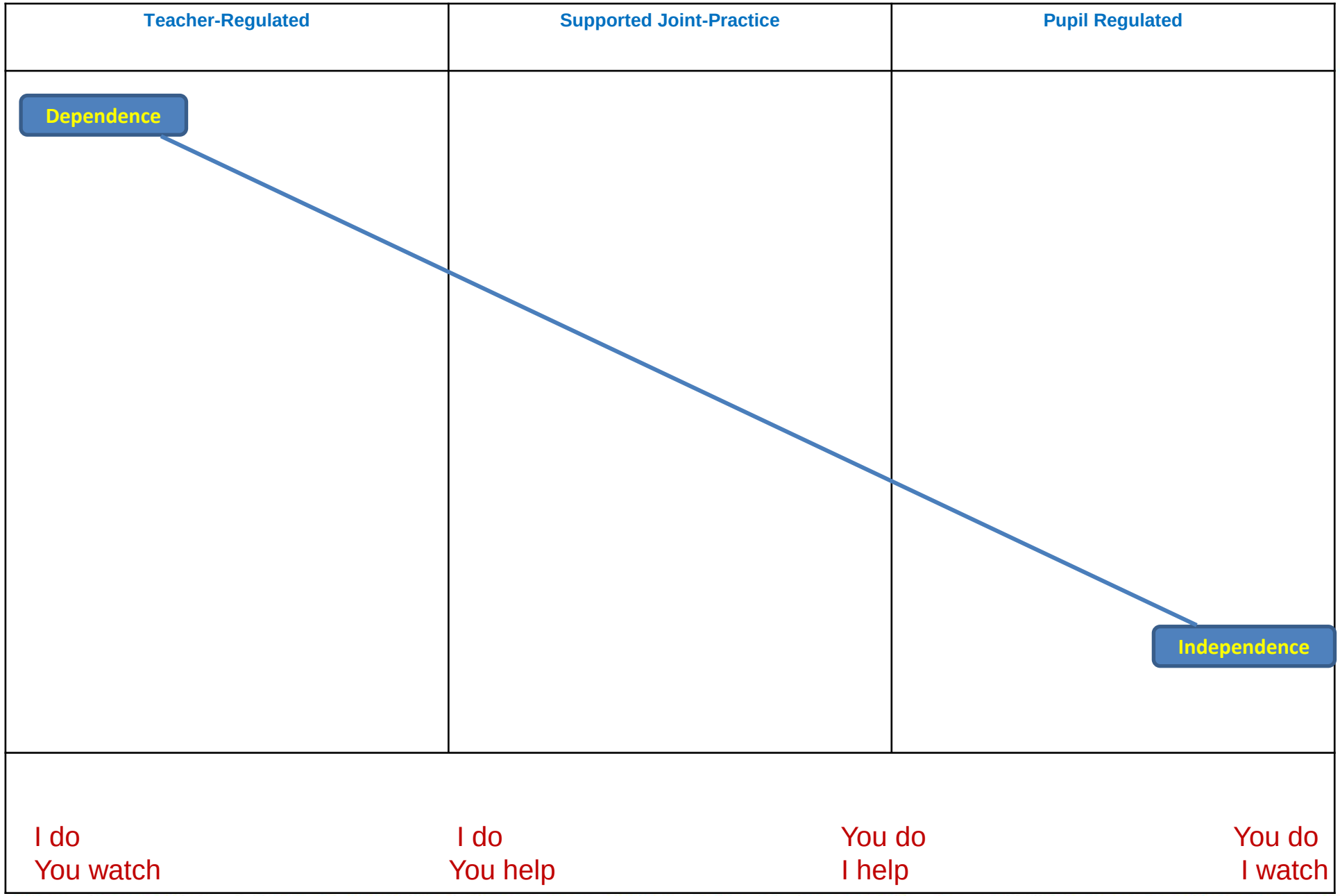
Lemov (2015)



Adapted from Wilhelm, J., Baker, T., and Dube, J. (2001) *Strategic Reading: Guiding Students to Lifelong Literacy 6-12*. Portsmouth, NH: Heinemann Boynton Cook Publishers. For more information on adolescent literacy, go to: www.carnegie.org/literacy.

‘I do’

Time	Task	Details
2 minutes	**Read**	Read the relevant underlying features and part one of the scenario
7 minutes	**Modelling**	I will share a process for analysing this part of the scenario
1 minutes	**Questions**	Ask any questions you have

Read: part one of the scenario

1. Re-read the underlying features and then read the scenario.
2. Take notes as the facilitator models how to analyse and respond to the scenario.

A. Where can you see the underlying features in this part of the scenario? Be aware they may not all be present in this section.
   I. Set clear learning goals
   II. Anticipate potential misconceptions
   III. Plan and use assessment tools
   IV. Interpret information
   V. Adapt teaching to respond

B. What do you think could be the best tool to assess pupil understanding within the context of this learning moment? What assessment tools have already been used?

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‘I do’ modelling

Set clear learning goals: Teachers break down longer term learning goals to plan backwards and determine steps pupils need to take to be successful.

This ensures a clear focus for each learning moment and makes pupil success visible.

Set clear learning goals

- At the end of this unit their drama assessment will be to perform an extract from the play → Long-term learning goal Plan backwards
- In today’s lesson Ms. Weber's pupils are learning how to use movement techniques in their practical work to develop how they react to other characters in the scene. → Broken down learning goal Determine steps pupils need to take to be successful
- She needs them to demonstrate they understand the impact this has on the audience’s engagement and understanding of wider plot. → Makes pupils success visible

‘I do’ modelling

Plan and use assessment tools that achieve desired purpose: teachers select appropriate assessment tools that will elicit information from pupils that will reveal misconception and extent of pupil understanding.

Plan and use assessment tools

- Started the lesson with a quiz → Planned assessment tools
- Peer marking of quiz
- Uses raised hands to establish pupils' success rate → Reveals misconception and extent of pupil understanding
- Questions pupils verbally → Adaptive assessment tool

‘I do’ modelling

Identify and anticipate potential misconceptions: teachers develop a clear understanding of what meeting the learning goal looks like and how pupils can demonstrate this as well as what specific misconceptions might occur and how these look in practice.

Identify and anticipate potential misconceptions:

- One question that at least half of her pupils answered incorrectly was about the consequences of being accused of being a witch in Salem in the late 1600s. → Reveals misconception and extent of pupil understanding
- The teacher knows there in today’s scene the following misconceptions are likely to occur: → Anticipates potential misconceptions
    1. A performer only performs when they have lines.
    2. A performer only plans how to react to a given moment, without considering how it links to the rest of the play.
- Ms. Weber is aware that pupils often don’t consider how they perform moments of a play with the wider context of the whole scene and plot in mind. Pupils also tend to focus only on their own lines and don’t respond to other characters lines with the facial expressions that are the focus of today’s lesson. → Clear understanding of how misconception will look in practice

‘We do’

Time	Task	Details
4 minutes	**Read and independently analyse**	Read the relevant underlying features and part two of the scenario
6 minutes	**Analyse in pairs**	Discuss and compare your thoughts with your partner.
4 minutes	**Share with the group**	Share your collective thinking.
5 minutes	**Questions and reflections**	Ask any questions and highlight key takeaways

We will repeat this part of the process twice: once for part 2 and once for part 3 of the scenario.

‘We do’: part 2 of the scenario

Time	Task	Details
4 minutes	**Read and independently analyse**	Read the relevant underlying features and part three of the scenario.
6 minutes	**Analyse in pairs**	Discuss and compare your thoughts with your partner.
4 minutes	**Share with the group**	Share your collective thinking.

A. Where can you see the underlying features in this part of the scenario?
Be aware they may not all be present in this section.

- Set clear learning goals
- Anticipate potential misconceptions
- Plan and use assessment tools
- Interpret information
- Adapt teaching to respond

B. What assessment tools does Ms. Weber use?
What information does she have now to use to determine pupil next steps?

‘We do’: part 3 of the scenario

Time	Task	Details
4 minutes	**Read and independently analyse**	Read the relevant underlying features and part three of the scenario.
6 minutes	**Analyse in pairs**	Discuss and compare your thoughts with your partner.
4 minutes	**Share with the group**	Share your collective thinking.

A. Where can you see the underlying features in this part of the scenario?
Be aware they may not all be present in this section.

- Set clear learning goals
- Anticipate potential misconceptions
- Plan and use assessment tools
- Interpret information
- Adapt teaching to respond

B. How does the teacher adapt teaching to correct the misconception?
What impact do you think this adaptation makes on pupil understanding?

‘We do’: questions and reflections

Time	Task	Details
5 minutes	**Questions and reflections**	Ask any questions and highlight key takeaways

Reflection questions:

A. How does the teacher ensure that all pupils are able to be successful in reaching the learning goal of the lesson, including those who do not have the misconception that the rest of the group have?

B. How could the teacher assess whether the adaptation she made to her practice has been effective in correcting pupils' misconceptions and developing their understanding?

Ambition Institute

What is adaptive teaching?

Making assessment meaningful

What does adaptive teaching look like in practice?

How can we respond?

Action planning

Close

Ambition Institute

"

Adapting teaching in a responsive way is likely to increase pupil success.

"

Early Career Framework (2019)

How can we be responsive?

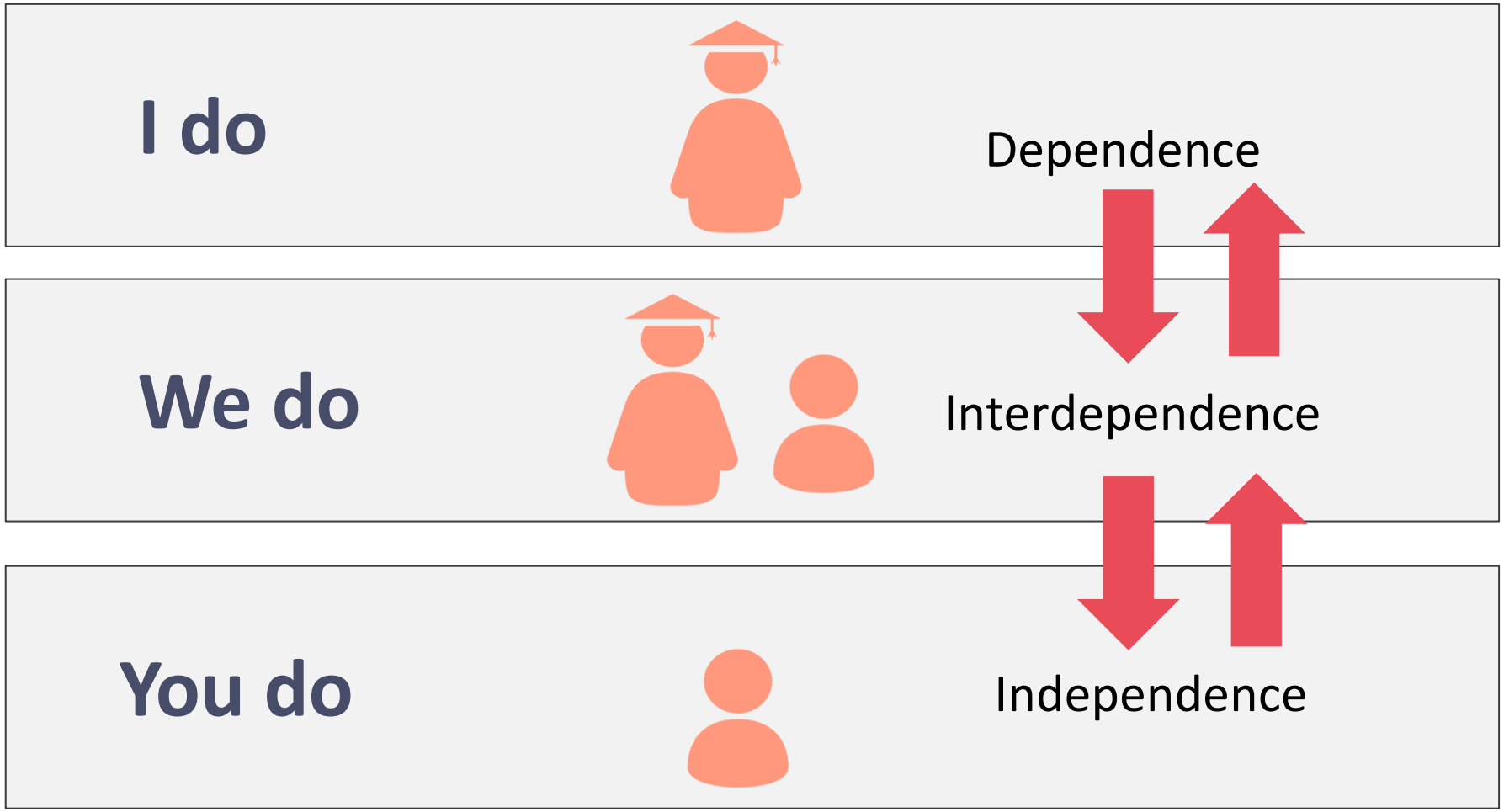
Task: in your breakout room group, discuss the following questions:

1. What kinds of adaptations could we use to respond to our understanding of pupil learning (from formative assessment)?
2. What might influence which of the approaches you suggested for Question 1 we choose?

Using modelling, scaffolding, and practice

1. Removing unnecessary expositions/ adapting instructions
2. Using new examples
3. Including non-examples
4. Breaking modelling task into even smaller steps
5. Building in additional practice time
6. Adding further scaffolds
7. Breaking out into smaller group(s), may include use of teaching assistant
8. Flexible groupings

I-We-You



Lemov (2015)

Adapting pupil groupings

1. Removing unnecessary expositions/ adapting instructions
2. Using new examples
3. Including non-examples
4. Breaking modelling task into even smaller steps
5. Building in additional practice time
6. Adding further scaffolds
7. Breaking out into smaller group(s), may include use of teaching assistant
8. Flexible groupings

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"An alternative approach might be to allocate pupils to groups flexibly 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."

EEF (2018)

Benefits of flexible grouping

- Responsive:
  happens either in lesson or next lesson
- Gathers data:
  e.g. ongoing formative assessment
- Shared practise with others
- More targeted:
  broken down instruction
- Less negative impact long-term as groups should change regularly

Ambition Institute

"The typical deployment and use of TAs, under everyday conditions, is not leading to improvements in academic outcomes"

EEF (2018)

Working with teaching assistants

If you've had training on working with teaching assistants, can you share one thing you've changed in your practice as a result of it?

EEF (2018) *Making best use of teaching assistants*.

Working with teaching assistants

Ambition Institute

Recommendations for TA deployment:

1. **Not used as a teaching resource for lower attaining pupils**
2. Add value to teachers but not replace them
3. **Make sure they are fully prepared for their role in the classroom**
4. Use TAs to help pupils develop independent learning skills and manage own learning

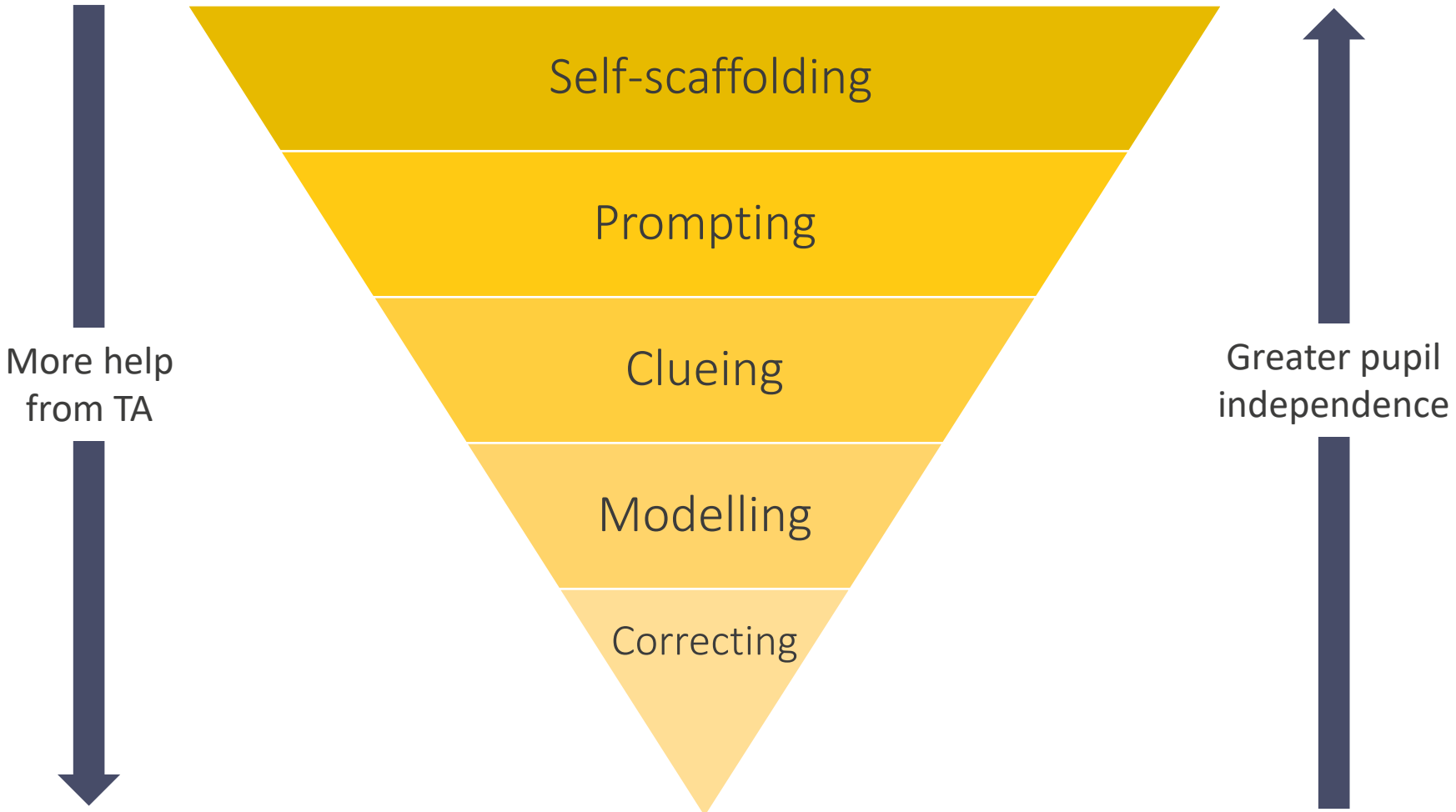
EEF (2018) *Making best use of teaching assistants*.

Working with teaching assistants

Suggested tool	Example
Rotating roles	Teacher works with one group, TA works with another and other groups work independently or collaboratively. This rotates each day, so that pupils receive equal support.
Visibility	Make TA's visible by asking them to demonstrate using equipment, writing on the whiteboard during the 'we' part of a lesson.
Teacher-triage	Teaching assistant moves around the classroom, identifying pupils who need further support and flags this to the teacher.
Flexible group support	Similar to rotating roles. These groups should change regularly based on end of lesson assessment.
Interventions	Sometimes TAs can be used for interventions for pupils who require more support. They must be trained in the area of support that they are providing e.g. phonics or a speech and language intervention.

Based on EEF (2018) *Making the best use of teaching*

Considering when to use TAs



EEF (2018) *Making the best use of teaching assistants*.

What would you do?

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Outcome 1	Outcome 2	Outcome 3
All pupils answered correctly	All pupils answered incorrectly	Some pupils answered correctly, others incorrectly

Task: For each of the outcomes…

1. What might be the best solution for responding by adapting teaching?
   Justify your suggestion.
2. What else might you need to know to make this decision?

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What would you do?

Outcome 1

All pupils
answered correctly

Possible solution

Move on to planned next learning steps.

Retrieval task later on….

Outcome 2

All pupils
answered incorrectly

Possible solution

Re-teach, I-We-You modelling

Outcome 3

Some pupils answered correctly, others incorrectly

Possible solution

Flexible grouping, deploy teaching assistants

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Close

How can we apply these features to our own planning and practice?

Underlying feature
Set clear learning goals
Identify and anticipate potential misconceptions
Plan and use assessment tools that achieve desired purpose
Interpret information about student learning in a timely manner
Adapt teaching to respond to pupil learning and address gaps/ misconceptions

How can we apply these features to our own planning and practice?

Underlying feature	Description
Set clear learning goals	Teachers break down longer term learning goals to plan backwards and determine steps pupils need to take to be successful. This ensures a clear focus for each learning moment and makes pupil success visible.
Identify and anticipate potential misconceptions	Teachers develop a clear understanding of what meeting the learning goal looks like and how pupils can demonstrate this as well as what specific misconceptions might occur and how these look in practice.
Plan and use assessment tools that achieve desired purpose	Teachers select appropriate assessment tools that will elicit the highest leverage information from pupils that will reveal misconception and extent of pupil understanding.
Interpret information about student learning in a timely manner	Teachers identify patterns in information elicited during assessment and make timely decisions about the best path forward for pupil learning.
Adapt teaching to respond to pupil learning and address gaps/ misconceptions	Teachers are flexible in next learning steps and have the tools to deviate from planned next steps to respond to information elicited from pupils during assessment. This is done quickly to reduce errors and misunderstanding from influencing further understanding and knowledge.

Action planning process

Task: use your workbook to action plan how you teach responsively in an upcoming lesson

1. Re-read the underlying features
2. Completed the adaptive teaching planning proforma
3. Use the worked example to support you if needed

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Close

A logical approach informed by an understanding of the learning model and group dynamics helps to craft lessons with a flow and responsiveness that allows schema-building to flourish.. not just for the lucky few, but for everyone.

Tom Sherrington (Teacherhead), 2022

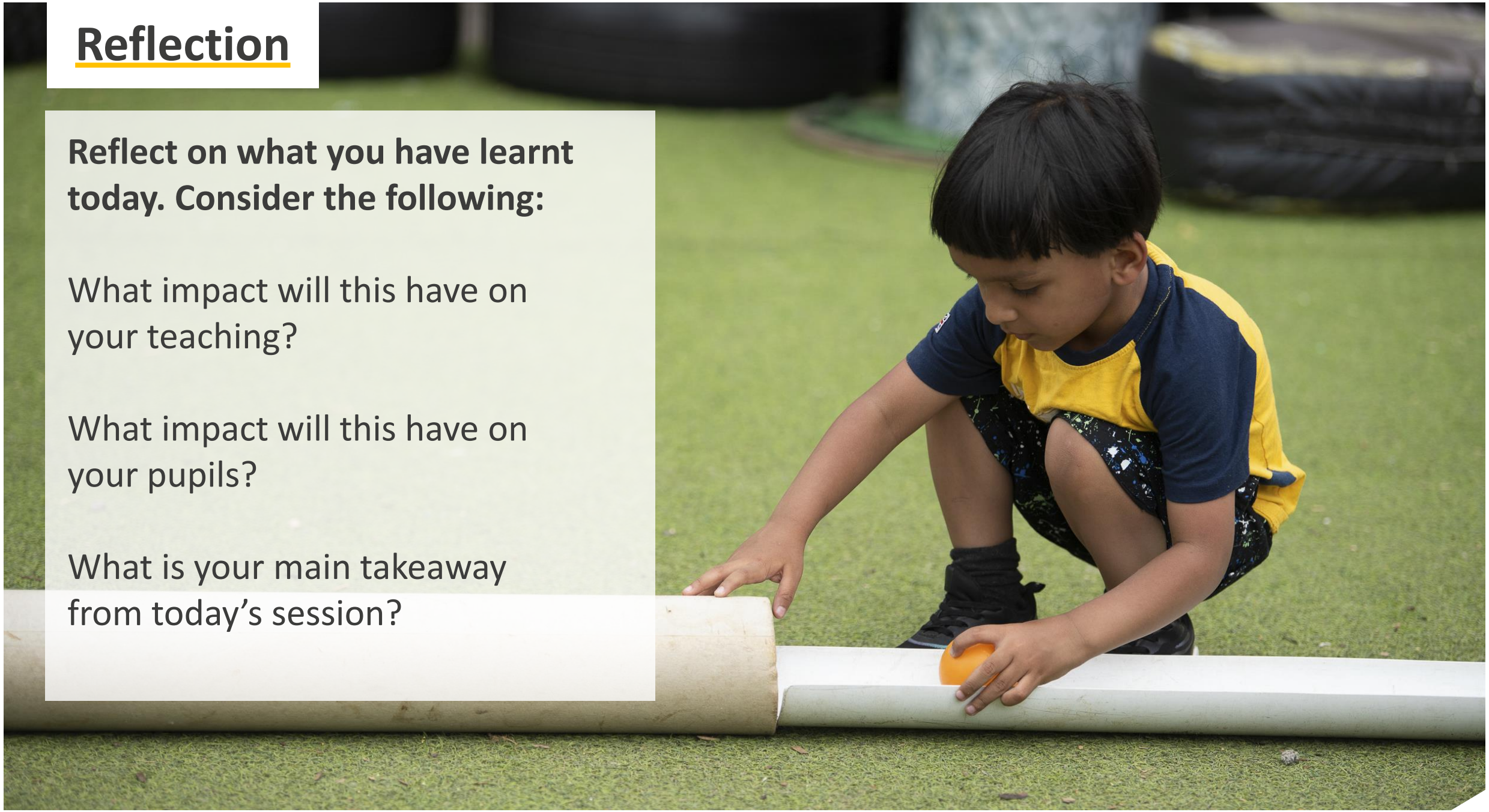
Reflection

Reflect on what you have learnt today. Consider the following:

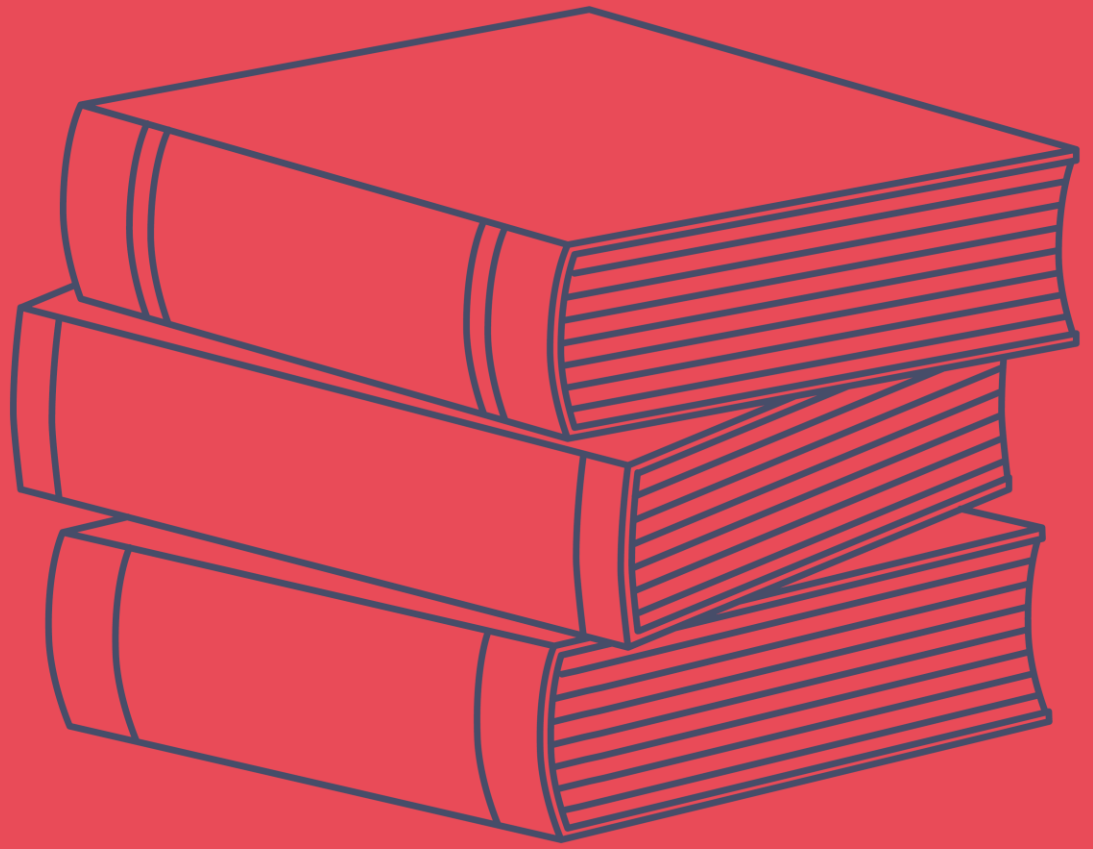
What impact will this have on your teaching?

What impact will this have on your pupils?

What is your main takeaway from today's session?



KEY TAKEAWAYS



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