ECTP CONFERENCE 2

Adaptive teaching

Workbook
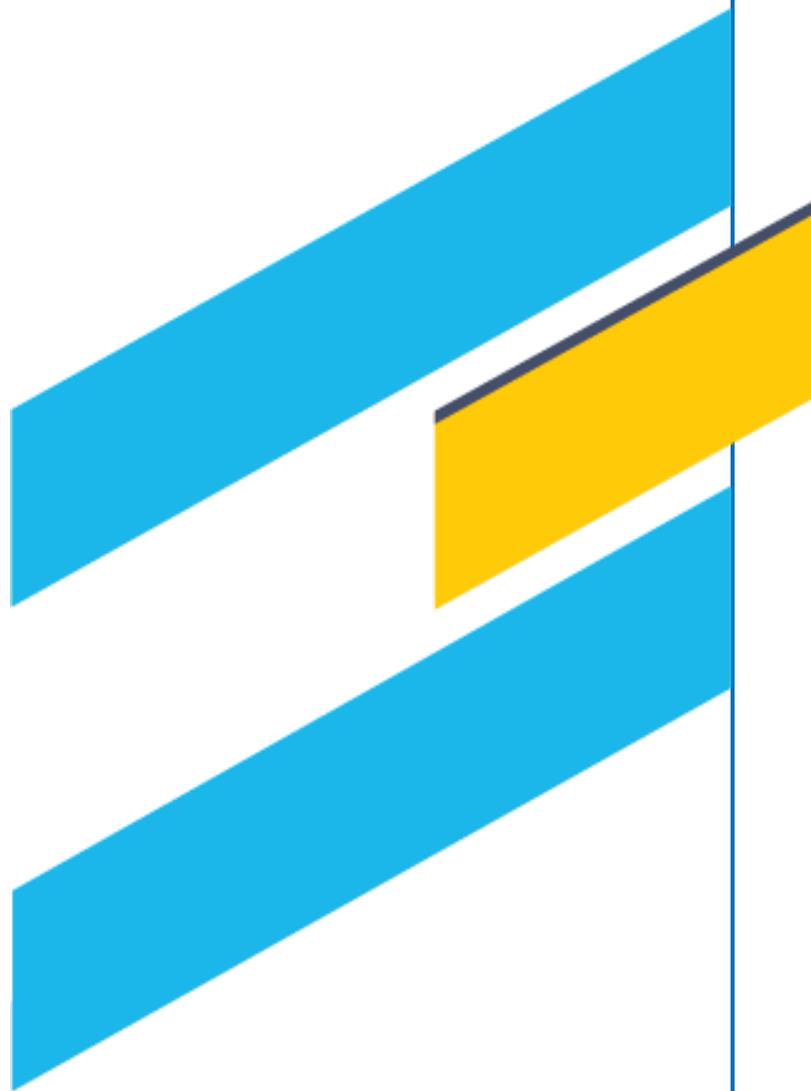
Contents

Introduction

Session 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

What is adaptive teaching?

'For a start, it is what you think it is: being responsive to information about learning, then adjusting teaching to better match pupil need.'

Eaton, 2022

Notes:

'The evidence review […] found strong evidence that high quality teaching for pupils with SEND is firmly based on strategies that will either already be in the repertoire of every mainstream teacher or can be relatively easily added to it.'

Education Endowment Foundation, 2020

Notes:

Misconceptions

- Adaptive teaching is a single teaching strategy
- Adaptive teaching is formative assessment by another name
- Adaptive teaching means using differentiation
- To be an adaptive teacher relies on identifying pupil learning styles and tailoring teaching to them

Notes:

The adaptive teaching process

Step 1:
Set clear goals and plan learning carefully

Step 2:
Identify what pupils know and can do and where they are struggling

Step 3:
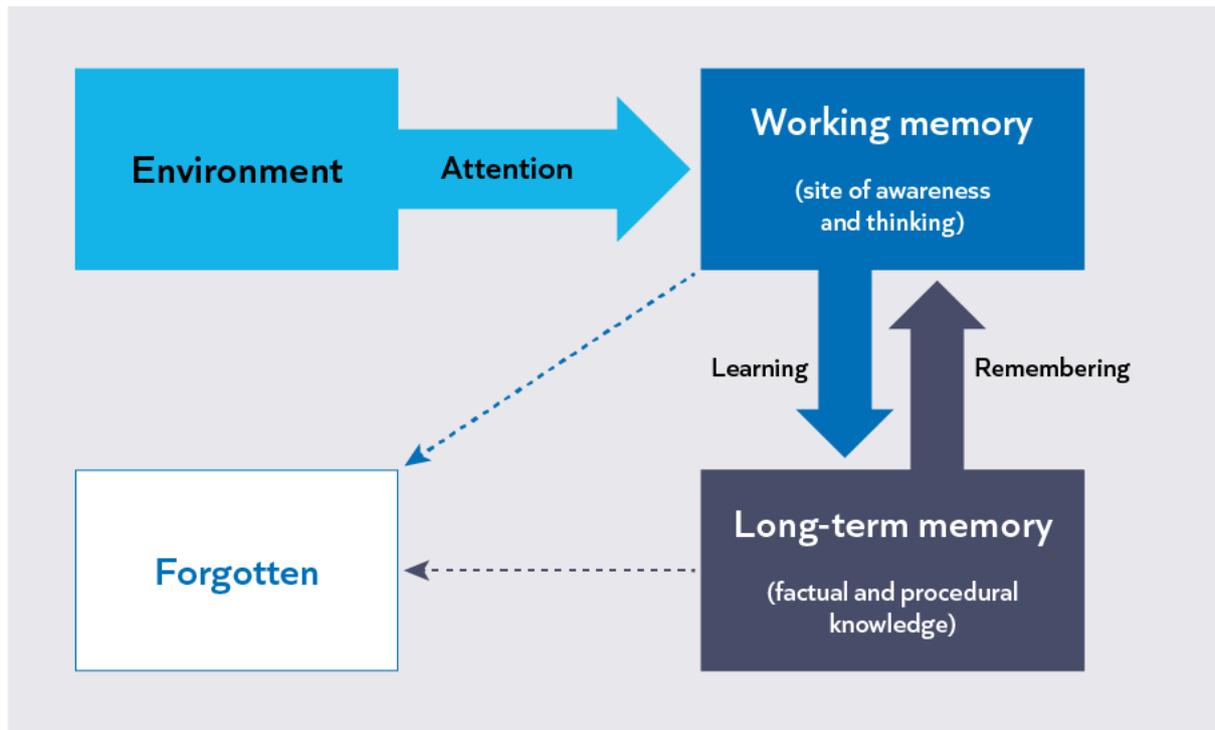**Respond by adapting** teaching to support pupils to meet goals

Reflect and discuss

1. What are the potential challenges of each step?
2. Which step, if any, do you find the most challenging? Why?

Notes:

Adaptive teaching and the science of learning:

Willingham, 2009

Notes:

Retrieval Task:

Define the following terms:

- Formative assessment
- Summative assessment

Can you give an example of each?
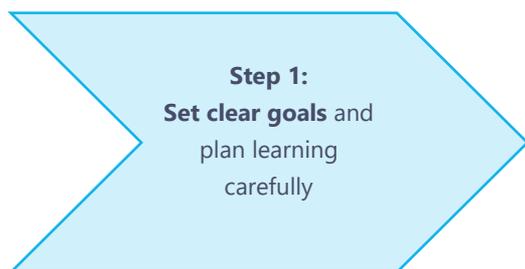
Notes

Module principles of adaptive teaching

Module principles	Description
Set clear learning goals	Plan backwards from longer term learning goals to ensure a clear focus for a learning moment. Determine the steps pupils need to take to be successful. Ensure that goals are relevant to pupil starting points and needs.
Identify and anticipate potential barriers	Develop a clear understanding of what meeting the learning goal looks like, including what the pupil will know or be able to do. Consider the likely barriers or challenges pupils might experience, gaps in their knowledge or misconceptions they might hold.
Plan and use assessment tools that achieve desired purpose	Select and design activities and assessment tools that will reveal what pupils understand or can do and where they are struggling.
Interpret information about pupil learning in a timely manner	Identify patterns in information elicited during assessment and make timely decisions about the best path forward for pupil learning.
Adapt teaching in response to assessment	Be flexible and ready to deviate from planned next steps, responding to information elicited from pupils during assessment. Consider both in-the-moment and longer-term adaptations.

Step 1: set clear goals

'A challenge for all teachers is to portray curriculum content in a way that makes it comprehensible to [pupils]'

Kennedy, 2016

Step 1

Module principles	Description
Set clear learning goals	Plan backwards from longer term learning goals to ensure a clear focus for a learning moment. Determine the steps pupils need to take to be successful. Ensure that goals are relevant to pupil starting points and needs.
Identify and anticipate potential barriers	Develop a clear understanding of what meeting the learning goal looks like, including what the pupil will know or be able to do. Consider the likely barriers or challenges pupils might experience, gaps in their knowledge or misconceptions they might hold.

Step 1:
Set clear goals and plan learning carefully

Set clear learning goals

Sources to identify longer term learning goals

- National curriculum / statutory frameworks
- Non-statutory frameworks e.g. development matters
- Exam syllabi
- Long-term / medium-term plans

Reflect and discuss

1. What does the curriculum look like in your setting? What resources do you use to help you set learning goals for your pupils?
2. What are the challenges associated with goal setting in your context?

Notes:

Identify and anticipate potential barriers

1. Prior knowledge and potential misconceptions
2. Pupil needs

Notes:

Task

Consider a lesson you are about to teach this week.

Use the following questions to identify the goals and possible barriers to learning for this lesson.

1. What is the overarching learning goal?
2. What are the broken-down learning goals that you will focus on in this lesson/learning moment? What steps will pupils need to take to achieve these?
3. What prior learning has taken place, and what prior knowledge do you anticipate that pupils have?
4. What barriers might pupils experience, or misconceptions might occur while pupils are working toward this/these learning goals(s)?
5. What could these misconceptions 'look like' in the context of this lesson?

Notes:

Step 2: identify what pupils know and can do

Step 2:
Identify what
pupils know and
can do and where
they are
struggling

Module principles	Description
Plan and use assessment tools that achieve desired purpose	Select and design activities and assessment tools that will reveal what pupils understand or can do and where they are struggling.
Interpret information about pupil learning in a timely manner	Identify patterns in information elicited during assessment and make timely decisions about the best path forward for pupil learning.

'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

Notes:

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 (Soderstrom and Bjork, 2015)

Reflect and discuss

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

Notes:

Poor proxies for learning (Coe, 2013)

'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).

Notes:

'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

Notes:

Read and reflect

Extract taken from:

Heitink, M. C., Van der Kleij, F. M., Veldkamp, B. P., Schildkamp, K., & Kippers, W. B. (2016). A systematic review of prerequisites for implementing assessment for learning in classroom practice. *Educational research review*, *17*, 50-62.

Background

Assessment plays a crucial role in education. A distinction is often made between formative and summative purposes of assessment. Where summative assessment primarily focuses on assessing learning outcomes, formative assessment aims to gain insights into learning processes that can be used to support learning through tailored instruction and targeted feedback.

Formative assessment has been on policy agendas internationally for decades, but implementation has proven to be challenging. Although many researchers acknowledge that formative assessment can have a positive effect on learning, the proof for this is based on limited sound scientific evidence. Moreover, the differing conceptualisations of formative assessment have led to a wide variety of practices, and it is unclear which factors facilitate or hinder its implementation.

The purpose of this review was to get a sense of the prerequisites needed for the implementation of ongoing formative assessment practice that has the potential to support learning in the classroom. This study focuses specifically on a formative assessment approach called 'Assessment for Learning' (AfL), in order to gather information from studies that look at relatively consistent underlying principles and intentions that shape formative assessment uses.

The literature includes a wide range of definitions of formative assessment, each having different strategies for using evidence from assessment to enhance learning and with differing emphases on social dimensions.

For example, a phrase often used in formative assessment literature is the use of assessment evidence to provide feedback to "close the gap" between students' current performance and the goal. Definitions of formative assessment differ with respect to, for example, the specific roles of not only teacher but also the student in this process as receivers, users and providers of feedback.

Three distinct approaches have evolved over time, namely: 'data-based decision-making' (DBDM), 'diagnostic testing' (DT), and 'assessment for learning'. DBDM involves the systematic collection and analysis of data to inform decisions that focus on improvement of teaching, curricula and (school) performance. DT concerns the mapping out of individual learners' task response patterns to reveal their (possibly inadequate) solution strategies and using this as an indication of each learner's developmental stage. AfL is an approach to formative assessment that occurs as part of ongoing classroom practices, that is viewed as a social and contextual event and that focuses on the quality of the learning process. Feedback is continually incorporated in this process to guide future learning, and is aimed at the class or individual level. Students play a vital role in AfL and are expected to engage in assessing their own and their peer's learning. A major long-term goal of AfL is to foster student autonomy by helping students learn how to learn.

The publications of Black and Wiliam in 1998 on formative classroom assessment were followed by a boost in research on formative assessment, especially work on AfL, with researchers reporting effects of AfL implementation in many countries. Much of this research has been centred around the five key strategies for implementing AfL identified in Black and Wiliam's and William and Thompson's (2007) work:

> 1. Clarifying and sharing learning intentions or goals and success criteria;

> 2. Generating opportunities to effectively gather evidence of student learning through informal and formal assessment, e.g., through classroom discussions, questioning or learning tasks;

> 3. Providing formative feedback to students to support their learning;

> 4. Supporting students in acting as instructional partners through discussion and peer assessment; and

5. Activating students as agents in their own learning through self-assessment and self-regulation.

These five key strategies are based on the central notion of using assessment evidence to inform learning.

Numerous researchers have emphasised the need for deep engagement with these principles in order to achieve the ultimate goals of AfL; promote deep learning and learner autonomy.

AfL can be approached from a measurement perspective or an inquiry perspective. When approached from a measurement perspective, AfL is characterized by the use of formally gathered (quantitative) evidence about student learning to formulate feedback and to inform decisions, based on assessment activities that aim to determine whether, or to what extent, a pre-set level of performance has been achieved.

Approaching AfL from an inquiry perspective results in the use of primarily qualitative information (e.g., observations, demonstrations and conversations) to generate feedback, in a process of discovery, reflection and review. This perspective acknowledges the power of social interaction and student autonomy in enhancing student learning. Researchers have emphasised that quality implementation of AfL requires adopting an inquiry approach and an in-depth engagement with the five key strategies by both teachers and students, as an integral aspect of daily classroom practice.

Although there is evidence that AfL can help students learn, a number of studies show no to little effects on student learning. This is likely due to the ineffective implementation of formative assessment approaches, such as AfL. Engaging deeply with the underlying ideas of AfL has proven to be challenging for many teachers, for example as a consequence of constraints imposed by the particular policy context through, for instance, testing and accountability pressure.

No systematic analysis has been conducted on evidence gathered from studies of AfL and identifying factors that contribute to or hinder implementation has not been a primary focus of any review study published so far. Therefore, this review study focused on identifying relevant prerequisites for effective AfL implementation. In order to systematically gather these data from selected studies, four categories often distinguished in school evaluation literature were used: the teacher, the student, assessment and the context.

AfL literature emphasises the crucial roles of both the teacher and student in teaching, learning and assessment. The category assessment includes the means by which evidence is gathered about student learning, this covers both assessment instruments (e.g., a test or learning task) and processes (e.g. questioning and classroom discussion). The category context includes both factors internal to the school (e.g., leadership) and factors external to the school (e.g., educational policy). In practice, a sound implementation of AfL would require a balance among

factors in these interrelated categories. This review was guided by the following research question:

Which prerequisites regarding the teacher, student, assessment and context need to be considered when implementing AfL in the classroom?

Questions:

Of the five key strategies (or features) for implementing formative assessment identified in Black and Wiliam's and William and Thompson's (2007) work, which do you think is hardest for teachers? Why?

Notes:

What does the evidence/ literature say about formative assessment? What problems does this present?

Notes:

Diagnostic assessment

- **Purposeful:** The purpose of the assessment task should be clear – i.e., not trying to fulfil diagnostic and summative purposes at the same time.
- **Informative:** The design of the assessment task represents a valid way of diagnosing common errors or misconceptions.
- **Generalisable:** The task elicits responses from all pupils (rather than only one or two in the class), allowing the teacher to assess all pupils.
- **Practical:** The task is relatively quick and easy to design, implement within the lesson and to analyse, providing the teacher useful information to decide next steps in the lesson.

What could we use?

Questioning
- Hinge questions
- Retrieval quizzes
- Verbal questions
- Exit tickets

Targeted practice tasks
- Independent practice
- Paired/small group work
- Self-assessment

Notes:

'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

Notes:

Hinge Questions

Success criteria for planning hinge questions (Fletcher-Wood, 2018)

What to assess:

- Pupil understanding of key learning
- Likely misconceptions

How to design:

- Sufficient structure to provide a clear response
- Design each answer to reflect likely misconceptions
- 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

Notes:

'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.'
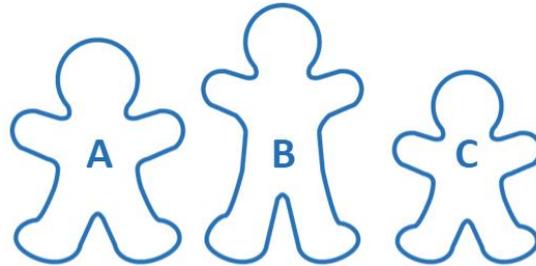
Fletcher-Wood, 2018

Notes:

Model: planning a hinge question (EYFS)

Long-term goal: To understand how we grow as we get older.

Goal for lesson/learning moment: To be able to explain that people grow at different rates.

Possible barrier/gap/misconception: Taller people are older than shorter people.

Jack says that person (b) is the oldest <u>because</u> he is the tallest. Is Jack correct (right)?

Model: planning a hinge question (KS3 mathematics)

Long-term goal: To understand multiplicative relationships - fractions and ratio

Goal for lesson/learning moment: To know how to accurately express ratios as fractions

Possible barriers/gaps/misconceptions: 1) Not identifying that the denominator in a fraction needs to identify the total number of parts. 2) That the order of the objects in the sentence matches the order of the numbers in the ratio.

A forest contains only oak trees and birch trees, in the ratio 3:5.

What fraction of the trees are oak trees?

3/5   c) 5/8

3/8   d) 5/3

Notes:

Example and non-example: designing a hinge question (KS3 history)

Example	Non-example
Which campaign was Martin Luther King Jr involved in? A. The March on Washington B. The Freedom Riders Campaign C. Lunch Counter sit-ins	Which campaign was Martin Luther King Jr involved in? A. The March on Washington B. The American Civil War C. Barack Obama's presidential campaign

Notes:

Task

Return to the lesson/ learning moment that you worked on for step 1 of the adaptive teaching process.

Based on your knowledge of pupils and the lesson content, design a hinge question that will help you identify what pupils know and can do, or where they might have gaps or misconceptions.

Notes:

Step 3: respond by adapting

'Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.'

DfE, 2024

Step 3:
Respond by adapting teaching to support pupils to meet goals

Module principles	Description
Adapt teaching in response to assessment	Be flexible and ready to deviate from planned next steps, responding to information elicited from pupils during assessment. Consider both in-the-moment and longer-term adaptations.

Reflect and discuss

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?

Notes:

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

Notes:

When should we respond?

Options for responding:
- In the moment

- Later in the lesson / learning moment

- Later in the learning sequence

- A combination of the above

What might impact this decision?
- Available resources

- A pupil's behaviour, engagement and/or emotional needs

- The significance of the barrier in relation to meeting the goal

Notes:

Model

Outcome of formative assessment	How might a teacher respond?
Outcome 1: All pupils answered correctly	
Outcome 2: All pupils answered incorrectly	
Outcome 3: Some pupils answered correctly, others incorrectly	

Task

Look at the learning goal and hinge question planned earlier in the session. Imagine you have delivered the hinge question to your class.

Plan what you would do for each outcome.

Outcome of formative assessment	Response
Outcome 1: All pupils answered correctly	
Outcome 2: All pupils answered incorrectly	
Outcome 3: Some pupils answered correctly, others incorrectly	

Monitoring and adjustment

- **Experience of success**: To what extent has the adaptation supported pupils to experience success within the lesson?
- **Adjustment**: What information would help you decide whether scaffolding needed to be maintained or gradually withdrawn?

Notes:

The adaptive process in practice

"Phew! Exhausting isn't it! Of course there's infinite variations to all of these elements. The point here is to get beyond the whole 'teaching is all a bit of an art' thing... to explore the specific components that build up to create that impression. I find that where teachers are able to isolate specific aspects of their craft to review and refine and then seek to implement them with some real intentional fidelity to what they understand as an effective form of the techniques ..it works. The teaching is better; the learning is more secure. Of course the optimal sequence and blend of techniques is subtle, complex.. fluid. But it's not magic. 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."

Sherrington, 2022

Teaching problem

How can teachers use the adaptive teaching process to support pupils to meet their learning goals?

Module principles of adaptive teaching

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Adapt teaching in response to assessment	Be flexible and ready to deviate from planned next steps, responding to information elicited from pupils during assessment. Consider both in-the-moment and longer-term adaptations.

I do: task

1. Read the scenario below.
2. As the facilitator models an analysis of each of the module principles, make notes in the table beneath the scenario.

Scenario 1

Gemma, a Year 3 teacher, is teaching a unit on Christianity in religious education (RE) lessons. So far, pupils have learnt about the life, teachings, and death of Jesus.

To prepare for the next lesson, Gemma reviews the medium-term plan, including the lesson focus and the unit end goal (for pupils to understand key Christian beliefs, stories, symbols, and practices, and to develop respect and empathy for the Christian faith). Doing so helps her to consider the longer-term learning goals she is working towards, and the more granular learning goals of each lesson.

In this lesson, pupils will learn about the Holy Trinity. Gemma notes it is crucial for pupils to understand that Christianity is a monotheistic religion, with God existing in three persons. Gemma knows that the Holy Trinity is an abstract concept that can be difficult for pupils to grasp. She anticipates pupils might hold a misconception that Christians believe in three gods. To address this, she prepares the following hinge question:

Which of these statements are true?

1. The Holy Spirit gives all things life. **True/False**
2. There are three gods, God the Father, Jesus and the Holy Spirit. **True/ False**
3. There is one God who exists in three persons. **True/False**
4. The Holy Trinity states that Jesus is the son of God. **True/False**

Before the lesson, Gemma reviews the lesson focus and activities with her teaching assistant, Aya. They agree that, during independent practice, Aya will circulate and check pupil responses and flag if pupils seem to demonstrate the misconception.

In the lesson, when pupils answer the hinge question, Gemma can see that all have selected the correct answers. However, she decides to get a sample of pupils to explain their thinking, to check their responses stem from a secure understanding.

Lesson extract:
Gemma: Okay, show me your responses in 3-2-1. Thank you.

> Lovely, I can see everyone's answers. I want to understand now why you have responded in that way. Let's start with number one. What did you choose for number 1, and why – Billy?
>
> Billy: I said it was true because in the Bible it says that the Holy Spirit was involved in creating everything.
>
> Gemma: That's correct. A very clear answer, Billy, thank you. So, let's move on now to number 2. Can you tell me what you got for that one, and why – Mariam?
>
> Mariam: I said it was false because Christians think there's only one God. Jesus and the Holy Spirit are different names for God.
>
> Gemma: Thank you for explaining your thinking, Mariam.

Gemma is slightly concerned by Mariam's response. While she selected the correct answer, her explanation reveals another misconception that the Holy Trinity is just different names for God. Gemma knows that this is a critical misconception she needs to address for pupils to understand, and so wants to know how widespread it might be among pupils. To address this, she writes another statement on the board:

> **5.** Jesus and the Holy Spirit are just different names for God. **True/False**

She asks pupils to respond to this additional statement. Seeing three pupils answer true, she notes their names and re-models the concept using a new example. Gemma decides to move the class onto the written task, planning to work briefly with the three pupils to re-check their understanding.

After setting pupils off, she has a brief conversation with Aya. They agree that, while Gemma works with these pupils, Aya will circulate to review pupil work and flag if pupils seem to hold either misconception.

Analysis

Module Principle	Response
Set clear learning goals	
Identify and anticipate potential barriers	
Plan and use assessment tools that achieve desired purpose	
Interpret information about pupil learning in a timely manner	
Adapt teaching in response to assessment	
Other notes:	

We do: task

1. Read scenarios 2 and 3.
2. In the table below the two scenarios, make notes on the impact of each module principle. You should consider how the module principles are presented in <u>both</u> scenarios.

Scenario 2

Jonny is an English teacher. His Year 10 class is studying Macbeth. The aim of the unit is for pupils to understand the plot, characters, context, and themes, and use this knowledge to confidently analyse extracts. Knowing some pupils are nervous about written analysis, Jonny has planned a series of lessons to scaffold them towards this. For example, he initially focused on prompting analytical thinking using questioning and discussion. This highlighted a common misconception where some pupils would just re-explain plot events or the meaning of a quote, rather than analysing the metaphorical ideas used or Shakespeare's message. To address it, Jonny retaught pupils the difference between the terms.

Over the next two lessons, pupils will work towards writing a paragraph analysing Lady Macbeth in Act 1 Scene 5. Jonny has already taught the extract, so pupils understand the language used. In this lesson, pupils will complete 'quote explosions' to plan detailed analysis of a quotation.

Jonny also knows that there are a range of pupil needs in the classroom, which he needs to be aware of during the lesson. For example, one pupil, Leeya, is autistic and sometimes struggles to infer meaning from more figurative language. To support Leeya (and the rest of the class) with this, Jonny, with pupils, completed a 'literal meaning – figurative meaning' table of key phrases and quotes under the visualiser in the previous lesson.

In this lesson, Jonny starts with a retrieval activity to revise the difference between explanation and analysis. From their responses, Jonny is confident that all pupils can now successfully identify the difference between the two skills; Jonny now needs to support pupils to enact them.

To do so, Jonny live models how to complete the first sections of a quote explosion – he starts by demonstrating writing a short explanation of the quote, then analysing key phrases and linguistic devices. He then sets pupils up to practise these stages themselves. Jonny will use this practice task to observe pupils, assess their understanding and intervene if needed.

As pupils work independently, Jonny circulates the classroom. He can see pupils are confident explaining the quote, and are thoughtfully selecting key phrases or devices to explore. However, he also notices that Leeya has written an explanation of the quote, but has put her pen down without attempting any language analysis. He thinks Leeya might need

some additional support, and would like to gather more information on what she can remember about how to approach this step.

<u>Lesson extract:</u>

Jonny: How are you getting on?

Leeya: I'm finished.

Jonny: Let's have a look. Well done, your annotations look great so far – you've clearly explained what Lady Macbeth is saying and thinking in this quote. When I was annotating the example on the board, can you remember what I did next?

Leeya: You chose some words to write about in more detail.

Jonny: That's right. And how did I choose which words or phrases to write about in more detail?

Leeya: They had more than one meaning, or sometimes Shakespeare was using a technique to emphasise something.

Jonny: That's right. So, let's have a look at your first quotation. You have said that Lady Macbeth calls for nighttime because she wants to kill Duncan, but she wants the darkness to obscure the knife. Can you link this explanation to any specific words or techniques?

Leeya: [Shrugs]

Jonny reaches for the ''literal meaning – figurative meaning' table he used in the previous lesson to support his explanation of the extract.

Jonny: How about the description of the 'keen knife'. What could we say about the word 'keen'?

Leeya: It means sharp.

Jonny: Absolutely – and what else could we say about it?

Leeya: [Shrugs again]

Jonny: How about the word 'wound'. Why might this tell us about Lady Macbeth's feelings towards the murder?

Leeya: [Puts head on desk]

Jonny can see that Leeya is starting to feel frustrated and overwhelmed and judges that it is best to step back and give her time to regulate. After a few minutes, Leeya puts her head up again, and Jonny can see that she might be ready to re-engage. From their initial conversation, Jonny has inferred that Leeya has a clear understanding of the process needed to unpick the quotation in more depth but may be unsure about the language itself. He decides to continue probing, but this time with 'I wonder' statements, rather than direct

questions. He knows that this approach can work for pupils with pathological demand avoidance. With Leeya, this can work particularly well if his first suggestion is either funny, or obviously wrong, as this can draw her back into the conversation.

Jonny: I wonder whether Shakespeare might've used the word 'keen' to emphasise that Lady Macbeth isn't feeling sure about the murder.

Leeya: No! It's because she's excited about the idea. She wants to do it because she's really ambitious.

Jonny: Yes – exactly! That's a great analysis of the language used, you're really exploring what Shakespeare is trying to tell us of her character. I wonder if you're ready to have another go at this section?

Jonny moves away slightly, and, after a few moments, Leeya carries on with the task.

Scenario 3

Ayomide is a year 2 teacher. Her class are about to begin a unit on using instruments to tell a story.

In preparation, Ayomide reviews the school's medium-term plan for this unit. The aim of the unit is to support pupils to build their understanding of tempo and dynamic change, and be able to use this to represent characters, events or feelings in a story.

Ayomide then reviews the first lesson in the unit. The aim of the lesson is to revisit the terms 'tempo' and 'dynamics', that pupils have been introduced to in previous units, support them to recognise it in a piece of music, and begin to use this to create a feeling of tension.

Ayomide plans to start the lesson with a retrieval task, asking pupils to write or draw their understanding of 'tempo' and 'dynamics'. Aware pupils may have forgotten these terms, she prepares a selection of short, contrasting music clips that she can play as an additional scaffold, if needed.

After this, she plans to show pupils an orchestral performance of the story 'Goldilocks and the Three Bears' to model changes in tempo and dynamics to create tension. The final lesson in the unit is for pupils to perform a story in a group, using a range of instruments. Ayomide anticipates some pupils will have a good understanding of different instruments, and may have been to live music events before, but others may not have had the same exposure or experiences. She therefore plans to show live music throughout the unit to help build pupil knowledge of instruments and performance.

In the lesson, it is evident that many pupils are struggling to recall the key vocabulary, so she uses the additional scaffolds. Ayomide makes a note of pupils she still thinks have a less

secure understanding of the terms; she will use questioning opportunities throughout the lesson to strengthen and check this understanding.

After watching the video, Ayomide models for pupils how they might use tempo and dynamics to make a moment sound more tense. She questions a sample of pupils throughout her modelling, including some of the pupils she noted down before. She is increasingly confident that pupils understand the terms, and how music can be adapted to create tension.

She therefore sets up a practice task. Pupils are given a storyboard, and, in groups, have to use instruments to create tension. As she circulates, she can see all pupils are all using tempo and dynamics to create tension as they tell the story. She is confident pupils are ready to consider a range of emotions in the next lesson.

To end the lesson, Ayomide has prepared an exit ticket to check again that pupils understand the vocabulary in the lesson. She plays another orchestra clip, and asks pupils to write a sentence describing how the percussion section use dynamics to create tension.

Reviewing the exit tickets, pupil explanations indicate some gaps in their knowledge about the different sections of the orchestra. For example, one pupil wrote 'They played the trumpet really quiet then loud when Little Red Riding Hood goes into grandma's house'. She realises that, while she is including orchestral performances, this does not yet go far enough to build pupils' knowledge of the sections or instruments that make up an orchestra.

Ayomide therefore starts the following lesson with a brief introduction to the different sections of an orchestra, using a simplified illustration. She gets pupils to match up illustrations of instruments to their section. However, she notices very quickly that many of them are still sorting the instruments into the wrong categories. She wonders if this is because the images are too abstract. She decides to pause the activity immediately, to avoid pupils embedding misconceptions, and instead decides to use actual instruments from the music box to concretely show pupils the difference between instruments, and the characteristics that identify which section they belong to.

Analysis

Analysis		
Module Principle	**We do scenario 1**	**We do scenario 2**
Set clear learning goals		
Identify and anticipate potential barriers		
Plan and use assessment tools that achieve desired purpose		
Interpret information about pupil learning in a timely manner		
Adapt teaching in response to assessment		
Other notes:		

Close

Final reflections

Consider the planning you have done throughout the conference to adapt your teaching. Use the following questions to reflect on some of the challenges of adaptive teaching in practice.

1. What impact do you expect the adaptation(s) to have on pupils?
2. What information might indicate the adaptation has been successful, or not?

Notes:

Key takeaways

Notes:

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