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## Strategic implementation of adaptive teaching strategies

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## Strategic implementation of adaptive teaching strategies

A whole-school, research-informed approach in a junior school

### School/Background Context

- Our school is a 3- form entry Junior school
- We have 45 pupils on the SEND register with 33 SEND support and 12 with EHCP's which is below the National and Local averages. Our Primary area of need is Cognition and Learning.
- We have been following Adaptive teaching for several years now and Inclusion is part of the School Development Plan so ensure that as a school we have high expectations for all pupils and all teachers understand tjhat they are teachers of SEND.
- We have also been working closely with the Inclusion team to continue to develop our Adaptive Teaching strategies.

### The Challenge

Teachers and support staff have a good understanding of what Adaptive teaching is and have moved away from using differentiation in lessons. However, a learning walk with our Inclusion teacher last Spring showed that there was an over reliance from teachers on using scaffolds and manipulatives as forms of Adaptive teaching. We then used the EEF's reflection tool around adaptive teaching to gain teacher voice around the different Adaptive teaching strategies. The results reinforced what we had seen during the learning walk; that staff were more confident with the strategies which were directly part of our teaching and learning policy such as modelling and scaffolding due to previous work on these areas but there was less confidence around areas such as explicit teaching, metacognitive strategies and using assistive technology as part of adaptive teaching. This showed the Senior Leadership team that the schools Adaptive Teaching strategies could be improved and made more effective by focusing some of these areas in more detail including further CPD for staff.

Based on this we began looking at research around Adaptive teaching which lead us to the Education Endowment Foundation's 5 a day approach. This research focuses on 5 different strands of Adaptive teaching which should be present in all classrooms. The learning walk and staff voice had shown that there were gaps in our teachers confidence and understanding in several of these areas and so this seemed like a good area to base our project.

We decided to use the 5 areas of the EEF's research as different areas for teachers to focus their learning and strategies in the classroom. We decided we would do this throughout the year, focusing on a different aspect of the research every half term to avoid cognitive overload for staff and give time for each strand to be fully embedded.

## What They Did

We used the structure of the EEF research to break up the 5 Adaptive Teaching strategies into the 5 half terms for the year.

At the beginning of each half term we planned to begin with a staff meeting to help staff explore the strand and the research behind it. The SENDCo would lead the training for staff using the EEF research and support from the Inclusion team to help produce a set of Success Criteria for each section so that staff had a clear understanding of what the strand looks like in the classroom.

Staff would then have time to implement the strategy in their teaching throughout the half term.

At the end of the half term SLT and the Inclusion teacher would do a learning walk to see if staff were able to confidently and effectively use the strategy with their pupils. This learning walk would be recorded using the Success Criteria and then strengths and gaps could be identified and shared with staff. Feedback would then be given before moving onto the next strand.

The last half term was put aside for ensuring that all 5 strands had been implemented and embedded across the school.

Before starting the first strand of the 5 a day (Explicit Instruction) we looked at several other models of explicit teaching including the EEF's 7 step to metacognition and the gradual release model to create our own Explicit Instruction teaching model, bespoke to our school and in fitting with our teaching and learning policy. We used this as part of the training for the first strategy and as part of the success criteria for the learning walk.

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## Outcomes and Anticipated Impact

Teacher voice taken at the end of the first half term showed that the process of implementing each strand through the training, time to implement and then a learning walk to measure the impact, was a positive experience for staff and they felt that it allowed them to develop their knowledge of Adaptive teaching strategies and their confidence in delivering them.

The data from the first learning walk showed improvements in all areas of the first strand of the 5 a day strategy (Explicit Instruction). Using the Success Criteria developed with the Inclusion team enabled us to find strengths across the schools explicit teaching and ensure they were consistent across the school. The teachers who were observed demonstrated all areas of the Explicit teaching model which we had produced, as well as most areas from the Success criteria.

Pupil voice from SEND pupils showed that they responded positively to teachers using the Explicit Instruction strategies such as using simple language, chunking tasks and instructions and using lots of modelling by the teacher and peers before being asked to work independently. This was also backed up by looking through the children's work during out SEND book looks.

Moving forward we intend to continue to use this model to implement the further strands of the 5 a day approach and as well as assessing the impact of each individual strand as we complete it, we plan to re-assess our approach to Adaptive teaching at the end of the academic year, to ensure all strands are embedded. This will be done through another whole school learning walk with the Inclusion teacher to compare with the previous one before the project began. We will also look at data and book looks to see if there is an improvement in pupils outcomes. Finally, we will continue to collect Staff voice using the EEF reflective tool again and compare to the previous data.

The course has enabled me to really focus the strategic direction of SEND teaching in our school and to more confidently use the implementation model to embed research-based practice and monitor the impact of this across the school.