

Adaptive teaching at CCJS



Education
Endowment
Foundation

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception



2

Build an ongoing, holistic understanding of your pupils and their needs



3

Ensure all pupils have access to high quality teaching



4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



5

Work effectively with teaching assistants



2

Work around the Protected characteristic in PHSE lessons and assemblies

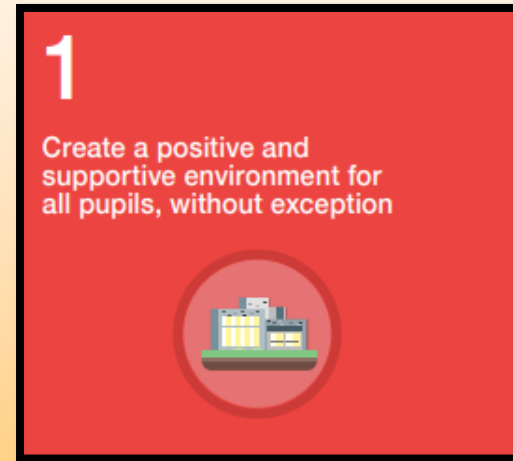
QFT for all- QFT form to record strategies used/ worked or not worked

Celebrate positive attributes- star of the day, recognition boards, House points

Positive relationships with pupils and parents

Class books that include characters with a range of different attributes

Adaptations to the behaviour policy



Staff training of Adaptive teaching- moved away from 'Differentiation'. Build in not bolt on.

Inclusivity audit- identified gaps and are working to fill them

Inclusion is part of the SDP- whole school focus and priority

Staff training in a range of needs

Working to improve the Universal offer for all

Provision pyramids in all areas of SEND and all subject areas to support teachers to adapt at every level of provision

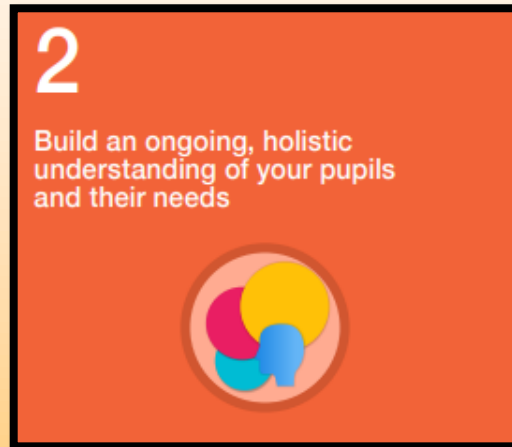
1 page profiles to ensure pupil voice is captured as part of the APDR cycle

LA monitoring of SEND support plans and changes made across the school

Embedded the SEND support plan cycle

Surgeries to support teachers

Metacognition work for pupils to better understand their own needs



Internal monitoring of SEND support plans several times a year

Regular training around completing SEND support plans correctly

Use of Stockport tracker to access pupils not meeting ARE

School Well-being team

Staff training around a range of needs

Ensuring SEND support plans are co-produced

Monitoring/ collection of of pupil voice

4

Provision pyramids in all areas of SEND and subject areas

Provision walks to ensure provision is in place

Adaptive teaching used in all classrooms- move away from differentiation

Staff training in strategies to develop QFT such as metacognition, cognitive overload and memory

Performance management for staff focused around developing QFT

3
Ensure all pupils have access to high quality teaching

Teaching and learning policy structured around Rosenshine's Principles of Instruction

QFT forms to keep records of strategies used



Work towards the dyslexia award

Book monitoring focused on strategies in the Teaching and Learning policy

Use of 'Provision books' to collect evidence of provision and work towards targets on SEND support plans

5

Keep up not catch up mentality- TA's used to address misconceptions within the lesson or as soon after the lesson as possible.

Specific targeted interventions where needed i.e. to support targets in SEND support plans



1:1 support for pupils when needed i.e. adapted curriculum to meet targets on EHCP's

Support from outside agencies when needed to support pupils learning

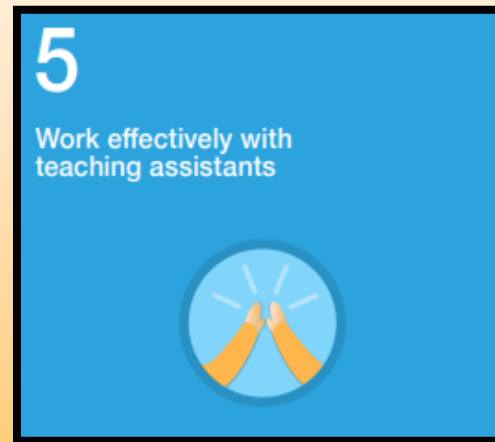
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TA's working with a range of pupils, not just SEND pupils

TA support being built into the lesson/teaching

Known TA's also used to support pupils at unstructured times

TA's deployed based on experience and skillset to best suit different pupils/ groups of pupils



TA's being used to address misconceptions after/ during a lesson and add to the teaching.

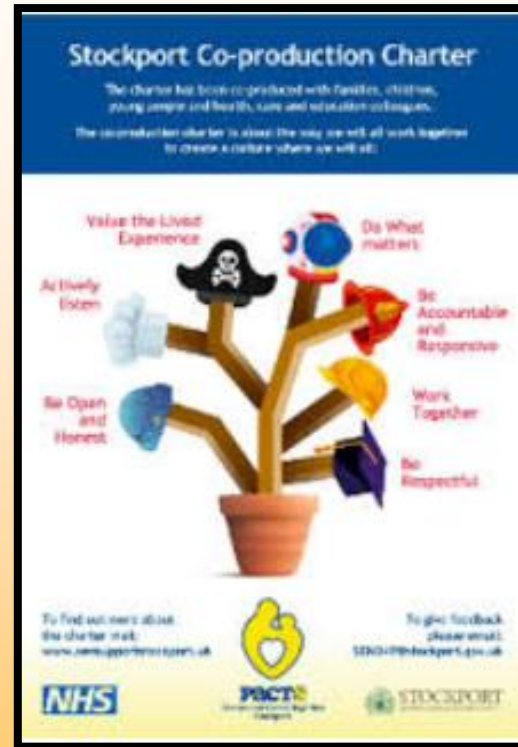
TA's running targeted interventions to enhance learning

Regular meetings/ training for TA's

Co- production

Welcome email at the beginning of the year to outline support/ provision

SEND mornings for parents of Infants and Junior pupils supported by the Inclusion service



SEND Open day twice a year for parents to meet with SENDCo

Parents meet 3 with parents 3 times a year to review and update SEND support plans

Parents questionnaire to collect parent voice

Moving forward

8

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



- EEF 5- a day non-negotiables
- Training and learning walks to monitor
- 1 Focus per half term
- Last half term to ensure they are embedded