**Hartsbourne Primary School**

**Mission statement: Valuing Potential; Creating Opportunities**

**Adaptive Teaching Policy**

This policy to be read in conjunction with all curriculum policies and the Assessment Policy, Equal Opportunities Policy, Marking Policy, Teaching and Learning Policy, Racial Equality Policy,

SEN Policy, AGT Policy

**POLICY REVIEW**

This policy has been agreed by staff and Governors and will be regularly reviewed.

| **DATE OF POLICY:** | SEPTEMBER 2023 | **DATE OF NEXT REVIEW:** | SEPTEMBER 2025 |
| --- | --- | --- | --- |
| **MONITORED BY:** | SENIOR LEADERSHIP TEAM |  |  |

**VISION**

Children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect their current and future needs. Mental health is balanced with academic needs to nurture the whole child.

We strive to provide a fun, inclusive and nurturing environment for children to learn, through challenging lessons with an emphasis on progress and achievement. The curriculum design will be broad and ambitious and provide opportunities for the children to learn about the wider world around them. We aim for them to see themselves reflected within the topics and themes that we choose but also to enhance their awareness and understanding of those who are different from them.

Our outside space is extensive and well resourced. We believe that outdoor provision provides opportunities for children to build the characteristics of effective learning which enables them to achieve across the curriculum and build life skills such as team work, resilience and creative thinking.

The strong community of our school is built upon the relationships between all children, staff, governors and parents. By the time our children leave Hartsbourne we believe that they will be confident, inquisitive learners who will have lifelong happy memories. The skills they develop will enable them to overcome any challenges that they meet and prepare them for secondary school and beyond.

**RATIONALE**

At Hartsbourne Primary School we strongly believe that the key purpose of differentiation is to challenge and raise standards in learning by ensuring that an appropriate curriculum is accessible to all our children. We believe that adaptive teaching is a process of integration and not exclusion. At the heart of personalisation and adaptive teaching is an expectation of participation, fulfilment and success for all pupils, regardless of background and abilities.

Adaptive teaching is the process by which curriculum objectives, teaching and learning activities and assessment methods are planned to cater for the learning needs of the individual pupil. To provide for this basic entitlement, pupils in the same group must have learning opportunities matched to their needs and teaching must consider the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. All abilities will be catered for when planning a lesson.

**AIMS AND OBJECTIVES**

At our school we adapt work for different purposes and in order to:

* Raise standards of achievement by enabling all our children; despite background and ability, to have access to the learning objectives identified on our plans.
* To enhance the quality of teaching and learning, by enabling all children to demonstrate successfully, what they know, understand, and can do, so that the next steps can be clearly identified.
* To enhance the quality of teaching and learning by ensuring that children are given tasks which are commensurate with their level of attainment.
* Encourage future learning and develop positive attitudes by ensuring that all children achieve success and value their learning experiences.
* Ensure that all children make progress from their individual starting points.

**TEACHING AND LEARNING**

Types of adaptive teaching could include task modification, different resources and learning aids, pupil outcomes, adult support, peer support and use of appropriate technology.

Adaptive teaching requires careful planning and central to this planning is the need to identify clearly our objectives for individuals and groups within our classes. Teachers will plan challenging lessons with appropriate scaffolding for those who might not embed the learning first time round.

As children progress at different rates and to various extents, then school policies, teaching programmes and schemes of work will consider the need for adapted learning opportunities. Central to our planning is the need to clearly define:-

* The learning task and its relevance
* Outcomes which would indicate successful learning
* Skills, knowledge and understanding needed to acquire this learning

In the main teachers will use a combined approach of whole class teaching, group work and individual attention. Within this structure several methods of adaptive teaching are employed, often simultaneously. These may be divided into 4 main categories:-

* By task – includes level of difficulty of the task set
* By outcome – the same task but different anticipated results
* By adapted access to resources; concrete and sensory, including a quiet space/workstation out of eye-contact with other children.
* By adapted access to in-class support from adults.

At Hartsbourne, we believe that no one strategy is correct for any child for the whole time. The appropriateness of any grouping depends upon the task set; the child’s learning needs; the adults available and the space available. Accordingly, we will plan to employ a range of different groups at different times to include:- whole class teaching, small group work, paired/shared work, pupil/teacher partnerships, resource-led learning and individual work.

**ROLES AND RESPONSIBILITIES**

**The classroom teacher will:**

* Take direct responsibility for the levels of adaptive teaching that are used in the classroom.
* Develop classroom management, layout and organisation to help foster effective learning.
* Use the learning environment to support pupils in their access and progression towards independence.
* Seek feedback from Teaching Assistants and other adults who work with pupils to identify next steps and inform their planning.
* Share PPM’s with all adults that are working with the child.
* Use whole class teaching, self-study, paired-work, individualised work and group-work (organised in ability, friendship, mixed ability, gender or interest groups) as appropriate to the task.
* Support pupils in their progression towards independent learning by enabling them to use a range of resources with the emphasis on learning how to learn and mastery-aligned teaching strategies.
* Ensure that all pupils, including those with Special Educational Needs or those identified as more able, have access to a curriculum pitched at their level of attainment.
* Employ a variety of teaching styles that can be matched with a variety of different learning styles in the classroom.
* Provide feedback as identified in our Assessment and Marking Policies.

**RESOURCES**

We will continue to assess all materials, books and work sheets used with our pupils with adaptive teaching in mind. Teachers will consider factors such as layout, number of new concepts on one page/sheet and methods of explanations. A range of materials will be used to enable all children to gather information from a variety of formats.

We will endeavour to make use of all additional professional help available to us eg SENCo, subject leaders, Teaching Assistants, CPD, INSET and external training.

Resources should:

* Have an appropriate readability level and be easily understood. This may require the use of edited texts, different sized fonts, symbols and pictorial clues for pupils.
* Be well designed and easy to use, including any concrete, physical or sensory resources necessary.
* Be kept in well-managed, safe storage/retrieval systems.
* Both support and encourage pupils towards independent learning without judgement or pressure.

**EVALUATION AND MONITORING**

This policy will be reviewed regularly by teaching staff. Records of monitoring outcomes and recorded work will evaluate the opportunities for adaptive teaching to ensure that:

* Adaptive teaching is being used to ensure that all our children receive their full curriculum entitlement.
* Strategies for adaptive teaching are selected by fitness for purpose, after careful consideration of the needs, abilities and aptitudes of individuals/groups.
* Adaptive teaching assists assessment by enabling all our children to show what they can achieve and this information feeds directly into future planning.

**SENIOR LEADERSHIP TEAM**