

PLANNING IDEAS AND STRATEGIES FOR PRIMARY TEACHERS

ADAPTIVE TEACHING TOP TIPS

Think about the following to ensure you are maximising the opportunities to engage children, so they succeed in their learning:

- Think about how you express instructions, explanations and expectations to different pupils – don't overload the working memory and be precise with the vocabulary you use
- Think about how you identify pupils who need support based on prior learning and performance in the learning sequence
- Think about the best way to check prior learning – consider previous marking, feedback and quick quiz opportunities
- Plan the questions you are going to use – when they should be open and closed, whether they are used to stretch or support pupils and how they can reframe a task to support learning
- Think about how you move around the classroom interacting with pupils – remember to intervene in learning rather than ensure children are on task
- Be meticulous in the planning of resources – make sure you have selected a resource because it can influence learning outcomes rather than just having resources out on the table
- Carefully plan the support required across the classroom with your teaching assistant. Make sure the children have access to all the adults at some point in the day

WHAT'S GOING ON IN YOUR BOOKS?

Individual schools will have their own policy on marking and feedback, but Ofsted identified some key features of effective practice to look for when doing a scrutiny, back in 2019 that are really helpful:

1. Building on previous learning in a consistent, coherent and logical manner
2. The content pupils cover shows a broad range of topics over time that allow them to deepen their knowledge of a subject
3. Pupils make strong progress over time and make connections to prior learning
4. Pupils are given regular opportunities to revisit and practice what they know

https://assets.publishing.service.gov.uk/media/5fb4081de90e0720913b3e11/Inspecting_education_quality_workbook_scrutiny_report.pdf

WHAT'S GOING ON IN YOUR BOOKS?

The EEF website is your go-to place for tried and tested approaches to classroom practice. Some of our favourites are listed below:

The Reading House:

This shows the breadth of strategies that need to be covered in your weekly teaching and learning opportunities for reading.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house>

Five a Day for Pupils with SEND

This easy-to-read blog shows five key classroom practices that maximise learning opportunities for children with SEND when used consistently in the classroom by all adults:

1. Explicit Instruction
2. Cognitive and Metacognitive Strategies
3. Scaffolding
4. Flexible Grouping
5. Using Technology

https://educationendowmentfoundation.org.uk/news/eeef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches?utm_source=/news/eeef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches&utm_medium=search&utm_campaign=site_searchh&search_term

Improving Literacy in Key Stage Two

A range of strategies are provided here that will guide your practice around communication, vocabulary and fluency to make all your literacy practice.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>

Improving Maths in the Early Years and Key Stage One

This toolkit really roots practice in developing children's knowledge through a range of practical opportunities building to using manipulatives.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>

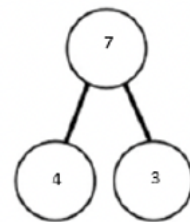
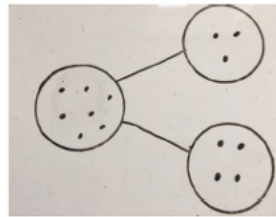
MATHS STRATEGY #1

Concrete Doing Stage

Pictorial Seeing Stage

Abstract Thinking Stage

When learning mathematical concepts, it is important to know what stage of learning children are at in their development. Initially children will need lots of experience of using concrete objects to help them learn and understand a new concept. The next stage is visual representations of concepts allowing children to connect the ideas and the final stage is just using numbers and symbols.



MATHS STRATEGY #2

I DO

WE DO

YOU DO

- | | | |
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| <ul style="list-style-type: none"> • Model examples on the board • Create visual models • Pre-teach opportunity with an adult | <ul style="list-style-type: none"> • Collaborative learning • Class work together in groups or pairs • Opportunity to assess and adapt • Adults helicopter and guide learning • Feedback together | <ul style="list-style-type: none"> • Independent tasks • Adaptation through outcome; • questions; resources or support • Support pupils identified through 'we do' shared work • Reasoning opportunities linked to theme |
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USEFUL WEBSITES

<https://educationendowmentfoundation.org.uk/>
<https://www.ncetm.org.uk/>
<https://www.history.org.uk/primary>
<https://www.nationalarchives.gov.uk/>
<https://geography.org.uk/>
<https://www.ase.org.uk/primary-resources>
<https://www.stem.org.uk/>
<https://www.teachertoolkit.co.uk/>