

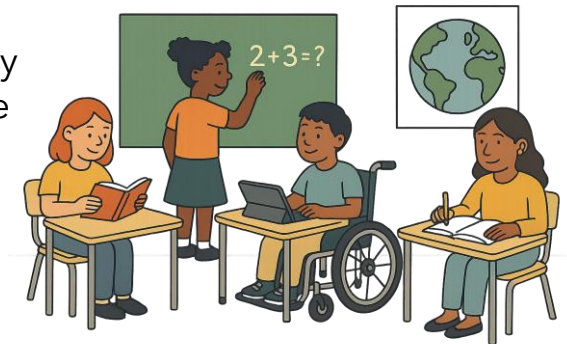
High Quality Adaptive Teaching and Learning

Leadership reflection prompts

- How do we describe high quality adaptive teaching in our setting?
- Is there a shared understanding that inclusive teaching begins with everyday classroom practice?
- How do leaders know whether teaching is adapted effectively for children who find learning hardest?
- How do teachers use assessment to understand strengths, barriers and next steps?
- How do staff balance appropriate challenge with the support children need to access learning?
- How do we support children to develop independence, confidence and resilience?
- How do we ensure support from additional adults promotes participation rather than dependence?
- How does professional development strengthen adaptive teaching across the school?
- How do leaders use evidence from classroom practice to inform school improvement?

What you might notice in practice

- Teachers understand the range of needs in their classrooms.
- Lessons include clear modelling, scaffolding, guided practice and opportunities for review.
- Children are supported to access the same broad curriculum wherever possible.
- Adaptations are planned in response to barriers, not added as an afterthought.
- Staff use accessible language, visuals, examples, chunking and flexible recording methods.
- Teaching assistants support independence and engagement.
- Children know what they are learning and what helps them succeed.
- Staff talk confidently about what they are trying, what is working and what they may need to adjust.



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Voices to listen to

Ask children and young people:

- Do you know what helps you learn?
- Do adults explain things in a way you understand?
- Do you get help when you need it?
- Do you feel able to try, make mistakes & keep going?

Ask families:

- Do you understand how your child is being supported to access learning?
- Are you included in conversations about what helps your child learn?
- Can you see your child developing confidence and independence?
- Are there barriers to learning that you think school should know more about?

Ask staff:

- Do we have a shared understanding of adaptive teaching?
- What helps us adapt teaching effectively?
- Where do we need further training or support?
- How do we know whether adaptations are improving access, progress and independence?

Useful leadership activities

- Use a learning walk to explore how adaptive teaching is visible across different subjects or phases.
- Use staff discussion to identify what high quality adaptive teaching looks like in everyday practice.
- Review how teaching assistants are deployed and how their support promotes independence.
- Explore examples of planning to see how barriers are anticipated and addressed.
- Use pupil voice to understand whether children feel learning is accessible to them.
- Discuss with governors how leaders evaluate the quality and impact of inclusive teaching.

Possible next steps

Leaders may want to identify:

- one area of adaptive teaching that is already strong;
- one common barrier to learning that needs a more consistent response;
- one professional development priority;
- one way to review the impact of adaptive teaching on participation, progress and independence.