



Adaptive Practice (Secondary)

Part 2!



Aims

Your feedback from suggested
practices

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Recap adaptive practice

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Scaffolding

5

Modelling

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Questioning

13

How did it go?

What did you try?

What worked?

What were the challenges?



The background features a light gray base with large, organic, overlapping shapes in muted olive green and dusty rose. In the top left corner, there is a stylized, light gray illustration of a pine branch. Two thin, white, flowing lines curve across the bottom right portion of the image.

Adaptive Practice

Adaptive practice v differentiation

| ADAPTIVE PRACTICE | DIFFERENTIATION |
|--|--|
| ○ High expectations for all – no ceiling on learning | ○ Adult makes a decision about what each pupil is to learn, based on perceived ability |
| ○ All striving towards the same goal, but achieving this at the level appropriate to the pupil | ○ Different tasks and goals for different pupils, based on perceived ability |
| ○ In the moment adaptations according to needs | ○ Set tasks undertaken by pupils and monitored by adults |
| ○ Recognising distinct and individual needs | ○ High/low/middle ability |
| ○ Avoiding labelling individuals and groups | ○ High/low/middle ability |
| ○ Every pupil pushed to challenge themselves | ○ Challenges set and limited by adults |
| ○ Creative, inclusive, pupil-led pedagogies | ○ Teacher-led, didactic pedagogies |

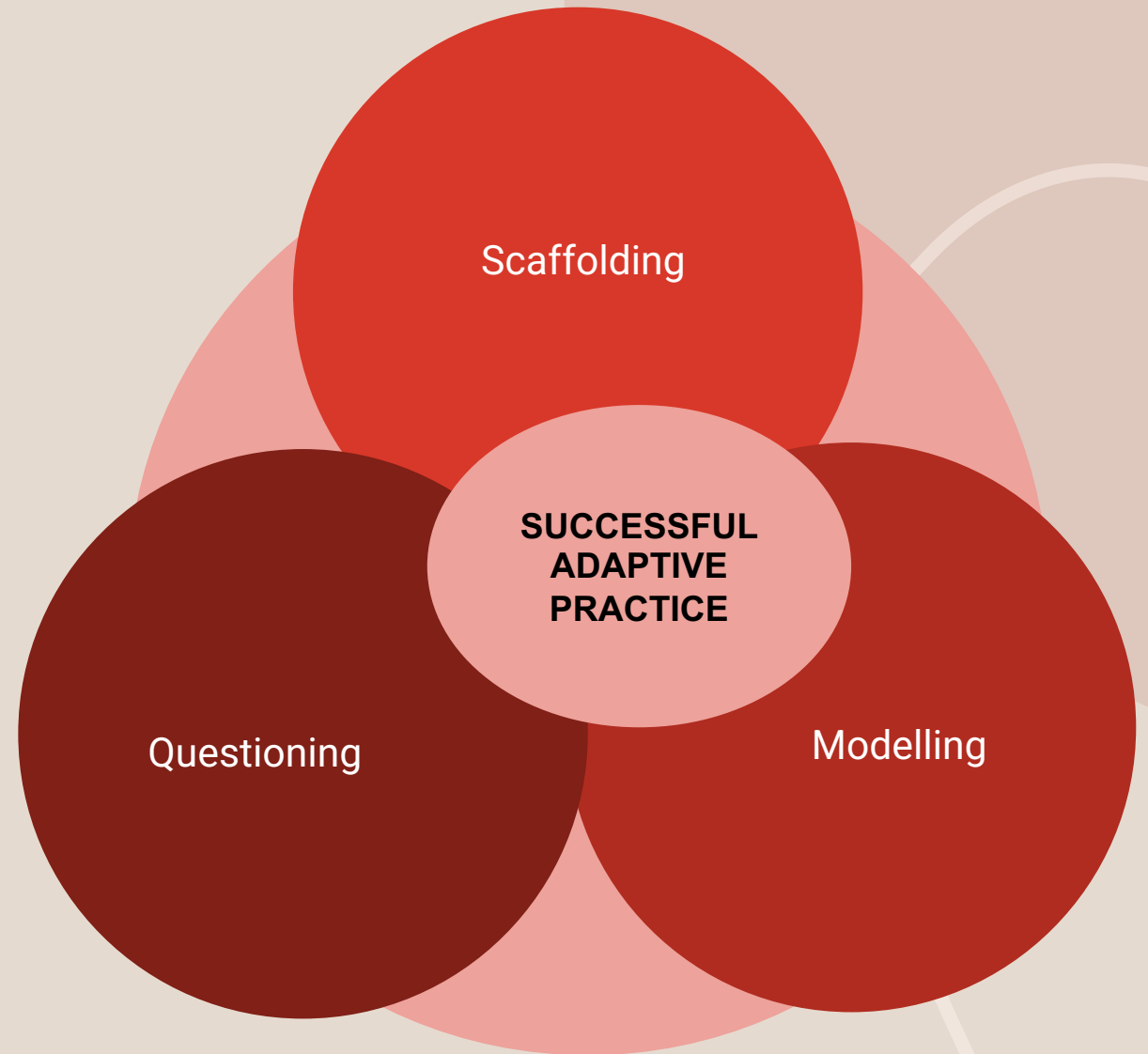


JOHN DEWEY

“Everything we see in children is transitional, promises and signs of the future...not to be treated as achievements, cut off and fixed; they are prophetic, signs of an accumulating power and interest.”

How to be successful with adaptive practice

POWERFUL
CONTEXT



March of the penguins



March of the penguins and the curriculum

Spoken English

Pupils should be taught to speak confidently and effectively, including through:

- ☐ using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- ☐ giving short speeches and presentations, expressing their own ideas and keeping to the point
- ☐ participating in formal debates and structured discussions, summarising and/or building on what has been said
- ☐ improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

March of the Penguins

Main activity: Participating in debates/discussions

English

Learning objectives: To recognize different sides of an argument/To develop an argument based on evidence

End product: to take part in a debate

March of the penguins and the curriculum

Maths

- ❑ define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%
- ❑ use standard units of mass, length, time, money and other measures, including with decimal quantities
- ❑ order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols $=$, \neq , $<$, \leq , $>$, \geq

March of the Penguins

Main activity: Create a number line showing average day/night temperatures of selected geographical areas

Maths

Learning objectives: To identify the order of positive and negative integers

End product: to create a number line to show the data collected

March of the penguins and the curriculum

Science

- ☐ the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops
- ☐ changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction
- ☐ how organisms affect, and are affected by, their environment, including the accumulation of toxic materials.

March of the Penguins

Main activity: Working as researchers and film makers

Science

Learning objectives: To recognize how changes to environments affects species

End product: The creation of film trailers

Adaptive practice

SCAFFOLDING

- Watch the video clip
- Watch the video clip again
- Watch other video clips relating to the learning
- Create word lists/glossaries/subject-related dictionaries
- Promote exploratory talk
- Act as a scribe
- Use writing frames and graphic organisers
- Encourage participation

MODELLING






- Rally robin
- Drama/role play/active learning
- Oral/written models
- Show range of examples and non-examples
- Online research – demonstrating a critical approach
- Systematic ways to record research

QUESTIONING

- Benchmarking questions - what do the pupils already know?
- Hinge questions - have the pupils grasped the learning?
- Pose, pause, pounce, bounce (question basketball)
- Daily review questions - what have the pupils remembered from our previous lesson/s?

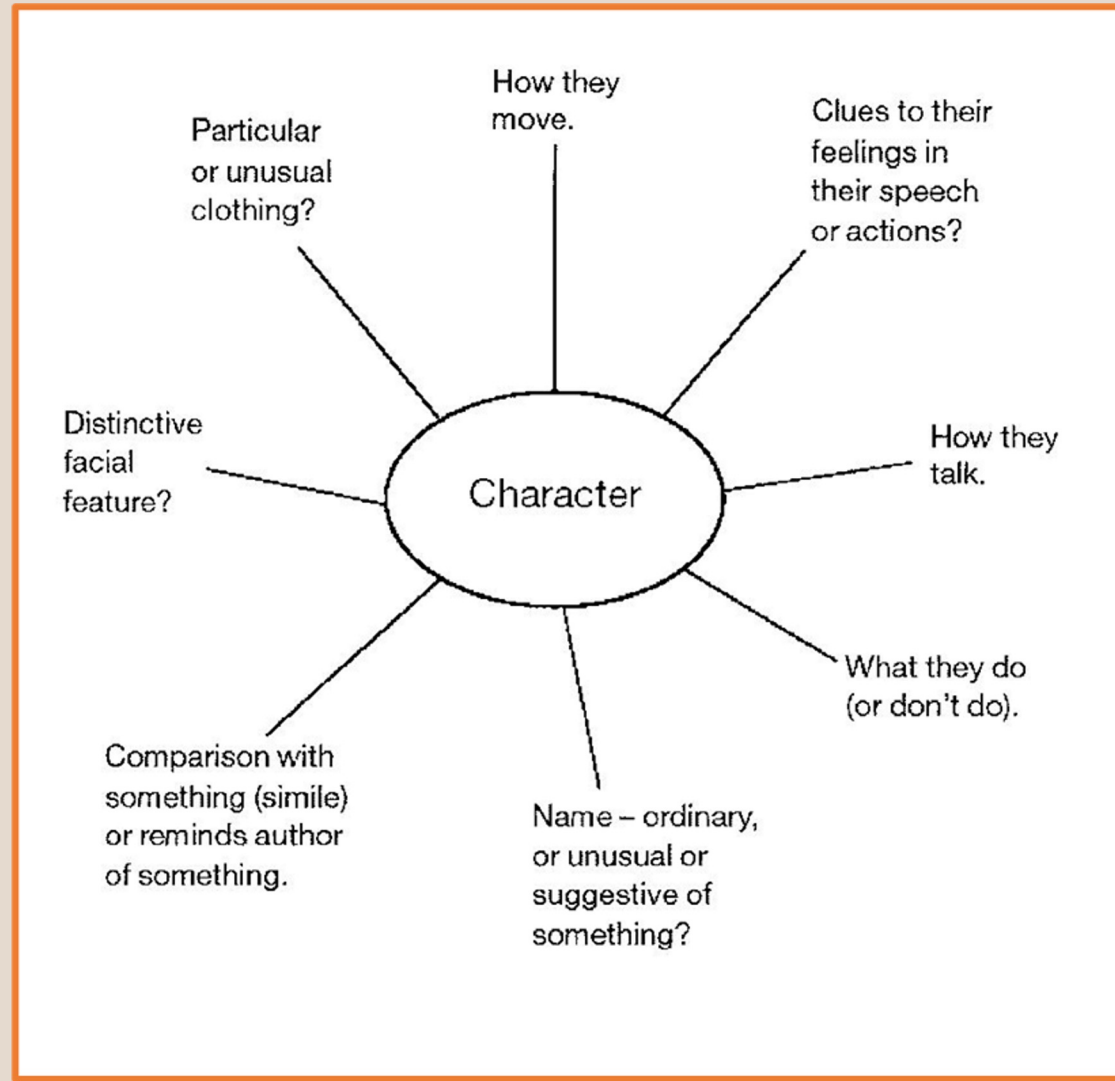
Writing frames and graphic organisers

Storyboard


| Storyboard | | | | |
|--|---|---|---|---|
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| Who is in the story? | Where does it take place? | What is the main event? | What happens in the end? | What did they think about it? |

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Writing frames and graphic organisers



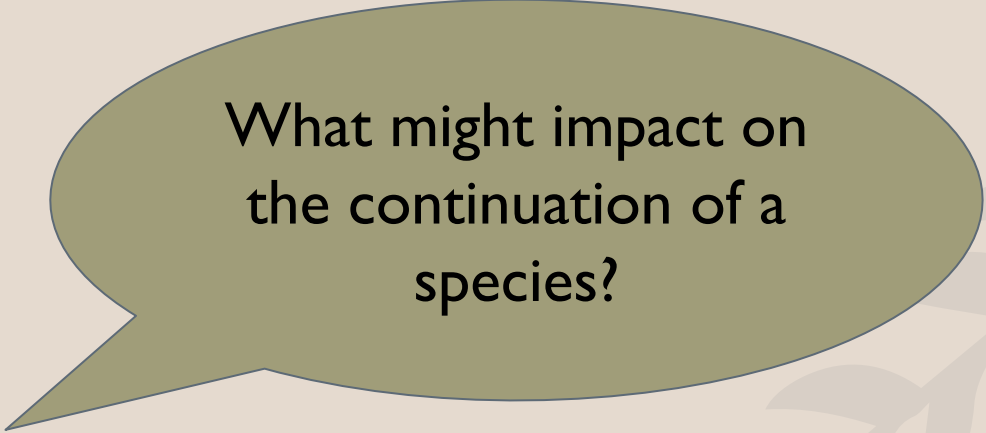
Benchmarking Questions: Examples



What is a species?



What do we mean by environment?



What might impact on the continuation of a species?

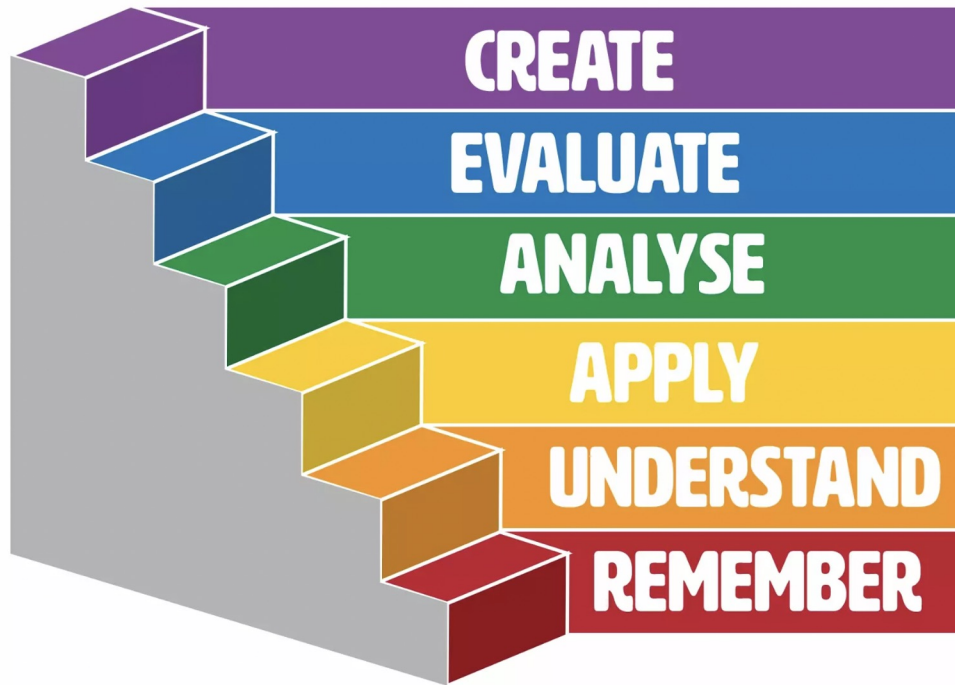
Hinge Questions: Example

What is a negative integer?

- A. A fraction
- B. A number to the left of zero on a number line
- C. Numbers with a value less than zero
- D. A decimal

A 'hinge' is a point in a lesson when a teacher needs to check whether or not children have grasped key concepts and are ready to move on to the next part of their learning. A hinge question is a question asked at this point in a lesson.

Pose, Pause, Pounce, Bounce: Using Blooms



Decide on a debating point and argue both sides

What makes an argument in a debate effective?

What words and phrases are particularly useful when engaging in a debate?

What strategies might you use to persuade somebody of your argument?

What does a debate need to have?

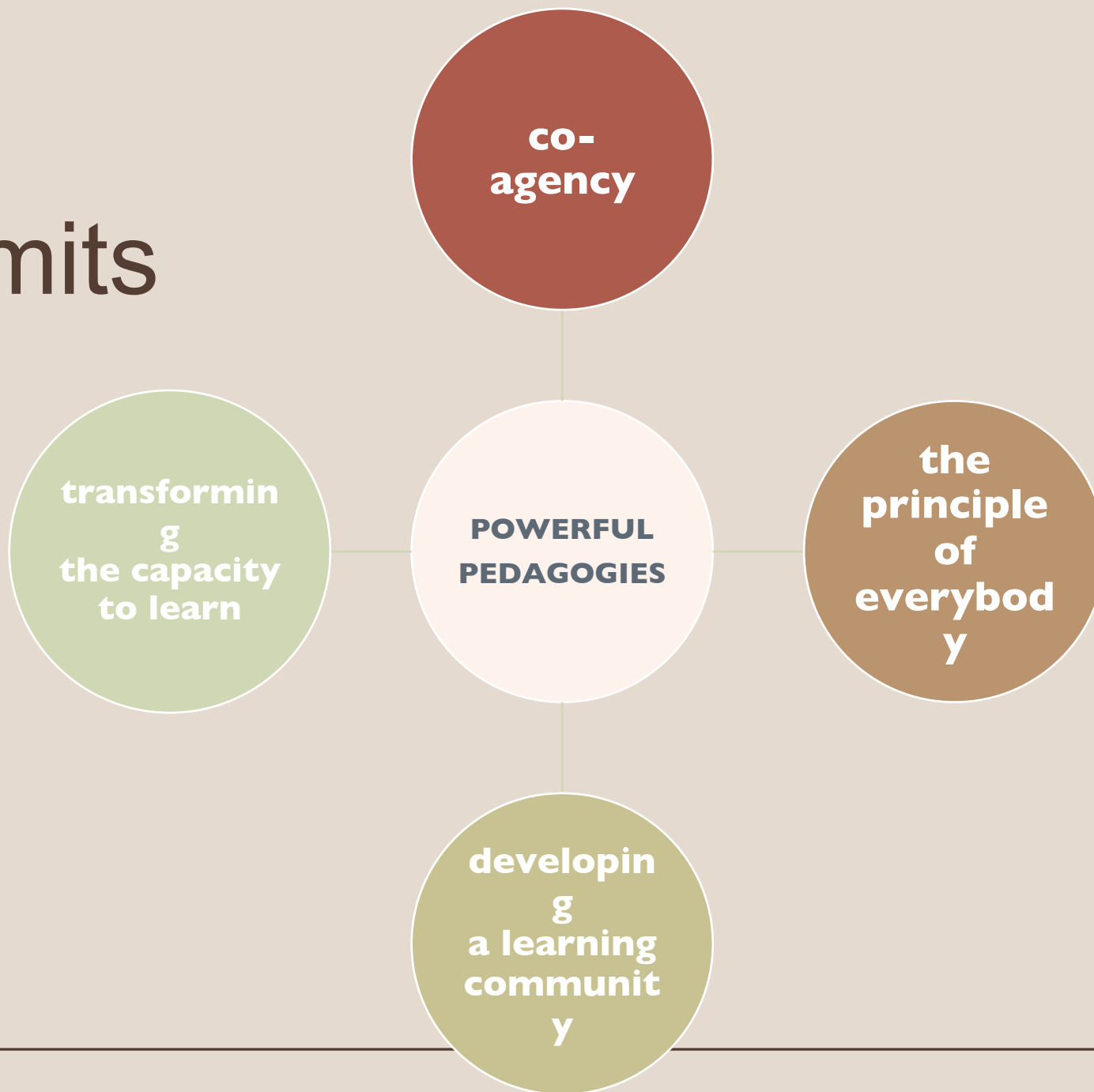
What is a debate?

Daily Review Question - example

How might we ensure the preservation of environments and species?



learning without limits



how we get there

structure with gaps
in
(LWL: Anne)

an open invitation
to learn and
participate
(LWL: Alison)

the 'ethic of
everybody' and the
'promise of
tomorrow'
(LWL: Narinder)