

ADAPTIVE TEACHING IN PRACTICE: PLANNING TOOL

Same learning goal, different support

Use this with one upcoming lesson and one pupil or small group in mind.

1 Choose your focus

Lesson or unit	Learner or group	Date

2 Name the goal

Keep the intended learning goal ambitious and shared.

What is the intended learning for everyone in this lesson?
What prior knowledge, skill or vocabulary does it depend on?

3 Identify the barrier

What is getting in the way of learning? Tick the barriers you will plan for, then assess during the lesson who needs this support.

- ☐ Curriculum gap or misconception: essential learning they have not yet learned, or have learned incorrectly
- ☐ Language acquisition: difficulty accessing or expressing their learning, even if they have understood it
- ☐ Cultural context or prior experience: an unfamiliar context, reference or experience that the learning assumes
- ☐ Transition or confidence: an unfamiliar routine, task type or expectation that is getting in the way of learning
- ☐ A specific learning need: a cognitive, physical, sensory or socio-emotional need affecting access or participation

Who needs support and how do you know?

--

4 Plan the smallest useful adaptation

Note down support to address these barriers (e.g. a quick prompt, an additional example or model, assistive technology or modified equipment, a verbal, visual or written scaffold, extra practice or targeted reteaching in a guided group).

--

5 Check what happened

What was the impact?	Keep / change / remove?	What will you check next lesson?