

Adaptive teaching in practice:

practical strategies for diverse international classrooms

COBIS webinar | Kapow Primary | Wednesday 16 September 2026

What is Kapow?



A primary curriculum resource

Award-winning schemes of work with full coverage of the National Curriculum for England. Fully resourced lessons, that enhance teacher subject knowledge. Integrated CPD, assessment and adaptive teaching.

Foundation subjects and Science

Art and design, Computing, D&T, French, Geography, History, Music, Religion and Worldviews, RSE and PSHE, Science and Spanish. Different membership options available ranging from a single subject to all subjects.

Used internationally

Nearly 50 % of primary schools in England use Kapow. It's also used in British international schools in more than forty countries worldwide, mostly in central Europe, the Middle East and across Asia.



Art & Design



Computing



Design & Technology



French



Geography



History



Music



Religion & Worldviews



RSE & PSHE



Science



Spanish



Wellbeing

enquiries@kapowprimary.com

What we'll cover today

- What adaptive teaching is.
- The evidence base for effective adaptive teaching.
- Simple, practical strategies that support ambitious and inclusive learning for everyone.

Adaptive teaching

Changing the levels of support or challenge that learners receive so they can all reach the same ambitious goal.



**Same learning goal
for all**

**Flexible rather than
fixed grouping**

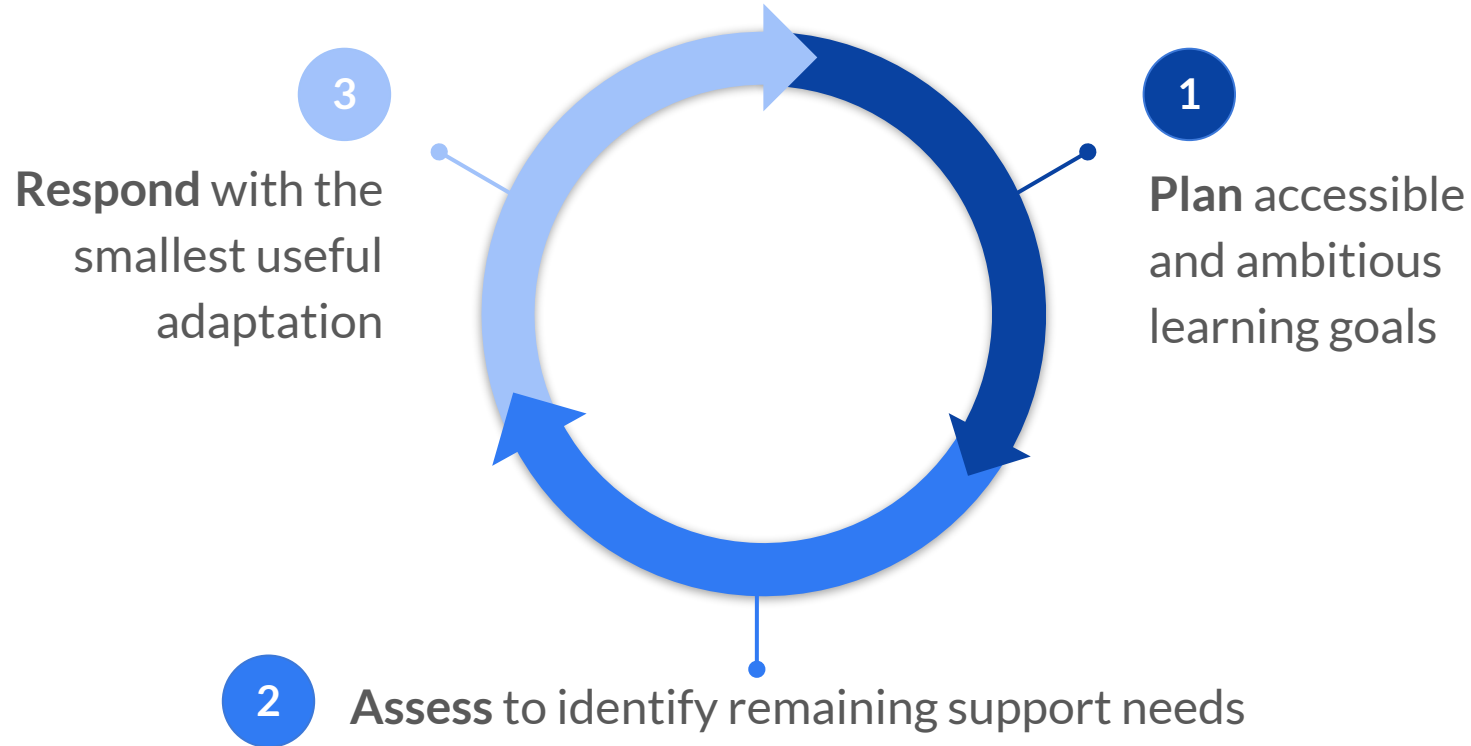
**Adaptations
applied
responsively**

What adaptive teaching is and is not

- ✓ One ambitious learning goal for all learners
- ✓ Support matched to an identified barrier
- ✓ Flexible, fluid grouping based on current need
- ✓ Small, intentional, evidence-based adjustments
- ✓ Planned for in advance but applied responsively in the moment
- ✓ Can be more than one adaptation

- ✗ Setting different learning outcomes
- ✗ Simplifying the subject thinking needed for the learning work
- ✗ Planning for fixed groups of children
- ✗ A learning support assistant permanently taking "the lower group"
- ✗ Creating thirty individual learning plans
- ✗ A replacement for planned SEND provision

Designing for adaptive teaching



Respond with the smallest useful adaptation

Flexible grouping 	Scaffolding 	Assistive technology 	Environment 
Questioning 	Pre/re-teaching 	Modified equipment 	Personal choice 

- Start lightly. Recheck. Remove support when it is no longer needed.

Try our planning tool this week

- 1 What is the intended and prerequisite learning?
- 2 What barriers are impacting learning?
- 3 What is the smallest useful adaptation?
- 4 Did this make a difference?
- 5 Keep, change or remove the support?

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?

Scan to download the
free adaptive teaching
planning tool.



Thank you for joining us.

explore more!



*Scan to explore the
Kapow website*



*Scan to sign up for a
free Kapow trial*

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