

DRGOPTA - Adaptive Teaching model 2024/25




Effective adaptive teaching includes the core principles of:



- Adapting planning prior to the lesson.
- Adjusting practice during the lesson.
- Anticipating barriers and planning to address them.
- Using on-going (formative) assessment.
- "In-the-moment" adaptations.
- Effective use of scaffolding
- Effective use of teaching assistants


DRGOPTA is an extension of the DNA; an adaptive teaching model that allows for quality first teaching and ensures all students can achieve their best in lessons. It supports small adaptations, which are about knowing our students' strengths and needs and responding to these with small adjustments and modifications to promote inclusion, engagement, and effective learning.

EEF guidance:

<https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>

<p>Dialogue</p> 	<p>Dialogic Teaching aims to improve student engagement and attainment by improving the quality of classroom talk. Through dialogue, students build on each other's ideas, work through problems, develop their viewpoints, and discuss ideas and possibilities (not just demonstrating learning).</p>	<p>The way we communicate, particularly our explanations, instructions and questions should be adapted according to the needs of individual students. Questioning should include cold calling and questions should be adapted accordingly. Visuals can be used to support dialogue.</p>
<p>Resources</p> 	<p>The resources we choose to use, whether human, material or technological, can be used to support students to access their learning and to model and scaffold to help build confidence before an independent task is carried out.</p>	<p>The way we scaffold our lessons is important for students to be engaged in their learning and to grow in their confidence. There are a range of resources such as mini whiteboards, visualisers, timers, sentence starters, vocabulary, Knowledge Organisers, graphic organisers, multimedia resources that can be used.</p>
<p>Groupings</p> 	<p>Paired and group activities can increase student success, but to work effectively, students need guidance, support and practice. The evidence shows that planning opportunities for pupils to work, and in particular to practise, in both pairs</p>	<ul style="list-style-type: none"> • It is important to think about how we group students in lessons, and who they work with is important. Grouping can be peer groups, random groups, ability based, or mixed ability

	<p>and groups can increase their success:</p> <ul style="list-style-type: none"> • Group work fosters cooperation between pupils and thereby develops pupils' social skills. • It supports pupils to develop empathetic abilities and see things from multiple viewpoints. • Pupils learn to compromise. • Pupils can provide each other with scaffolding. <p>(from gov.uk)</p>	<p>groups. It is important that when we plan our groupings, we think about how we use them.</p>
<p>Outcomes</p>  	<p>Adaptive Teaching involves tailoring instruction and activities to meet the unique needs of students, providing them with personalised support and guidance. Adapting how formative assessment is used for individual students or groups of students is important to ensure students can be successful.</p>	<p>Using formative assessments can help identify <i>how students are coping with content</i>. There are a range of strategies that can be planned for, such as:</p> <ul style="list-style-type: none"> • Hinge questions – Quick, multiple-choice questions focused on a specific concept. <p>Mini whiteboards – Low-stakes tools for students to demonstrate their understanding</p> <p>Generative Learning – Practical tasks requiring application of knowledge, offering valuable insights into students' understanding.</p> <p>Some outcomes could be more creative than others to allow students to show what they have understood.</p>
<p>Pace</p>	<p>The pace of a lesson is important. When teaching a lesson at a uniform pace, it might be beyond the comprehension of some students while, at the same time, it may be too slow for the more confident students, who become bored. Therefore, pace should be varied throughout a lesson, balancing the time spent on</p>	<p>Take time to periodically bring the class together and use whole-class discussion to reinforce, clarify or record (on the whiteboard) the key points. This is particularly helpful for students with poor short-term retention, but it can also be used to give the more confident a chance to share their ideas and</p>

	<p>whole-class teaching, whether exposition or discussion, with the timestudents are working independently or collaboratively.</p>	<p>understanding. Considering the pace of <i>learning</i> as well as the pace of <i>teaching</i> ensures students have the time to think if they are to understand concepts and work things through for themselves. Some students may need:</p> <p>Timers</p> <p>Prompting</p> <p>Thinking time</p>
<p>Task</p> 	<p>Adaptive Teaching provides strategies (such as breaking down complex tasks into smaller steps, offering visual aids or mnemonics, and providing opportunities for repetition and practice) that can help students manage their working memory effectively, helping them to reach their learning goals.</p>	<p>Core tasks with reinforcement, modelling and scaffolding, or extension for particular students is appropriate for many lessons; you might also find that using open-ended tasks can help you adapt lessons easily. Open-ended tasks can successfully engage students of different abilities.</p> <p>The 'I do, we do, you do' model can help students access tasks.</p> <p>Increasing the sophistication of vocabulary in a task can help to stretch the more able.</p>
<p>Assessment</p> 	<p>Before practice can be adapted, there must be some understanding of what the students bring to the classroom, i.e. their prior knowledge and their motivation to succeed; this requires some form of diagnostic assessment. This does not necessarily mean a 'test' although it could be at relevant points. Questioning and dialogue allows the teacher to elicit students' starting points and their learning needs.</p>	<p>Diagnostic assessment does not have to just be a formal test. It can be part of usual independent lesson activities, which will allow you to find out what students do not understand as well as what they know. Questioning and discussion is key to this and facilitates in the moment live marking. Any form of assessment should be accessible to all students.</p>
<p>For further reading:</p> <p>https://www.innerdrive.co.uk/guides/a-teachers-guide-to-adaptive-teaching/</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2023/03/Practical-Adaptive-Teaching-Examples-.pdf</p> <p>https://inclusiveteach.com/wp-content/uploads/2024/02/implementing-adaptive-teaching-in-your-classroom-a-</p>		

[guide-for-teachers-and-tas.pdf](#)