# Adaptive Teaching in Mathematics

## Identify the key piece of learning and plan small steps to achieve this

- Anticipate Barriers

- Vocabulary
- Basic skills
- Limited working memory/processing time
- EAL
- Common misconceptions

- Plan to address them

- Pre-teach (in some year groups)
- Chunking lessons
- Explore task at start of lesson – low threshold start - all learners accessing
- Retrieval practice
- Sentence stems
- Thinking/wait time
- Plan to scaffold (worked examples, faded examples)
- Plan targeted support from a TA
- Peer support
- Maths working wall
- Images/prompts/scaffolds in books (pupils prompted to use as a reminder/learning tool)
- Position of pupils on carpet
- Manipulatives
- Slides and resources simples and uncluttered

- Developing
- images to support vocabulary - word banks
- Ways to develop independent learners (SORT?)

Assessment information informs subsequent planning and in -the -moment adaptations.

Use assessment to elicit evidence of learning
- Questioning
- Quizzes
- Talk activities
- Whiteboards

Examples of 'in-the-moment' adaptations

- Adjust the level of challenge
- Change/simplify language
- Clarify a task or add more steps
- Re-explain or explain in a different way

- Allocate temporary groupings
- Extra examples – extra guided practice
- Provide a clue/prompt/model
- Use peer support
- Draw or build using manipulatives
- Opportunities to engage in more practice/overlearn