



# **SS. Osmund & Andrew's RCP School**

## **Adaptive Teaching Policy**

***Together in Love, Growing in Faith, A Journey of Hope.***

***Together in Love, Faith and Hope.***

Last Reviewed: June 2026

This policy will be reviewed in line with the policy review schedule

“I have come that they may have life, and have it to the full.”  
— John's Gospel 10:10

## **Mission Statement**

Together in Love. Growing in Faith. A journey of Hope.

## **Vision and Principles**

At SS Osmund & Andrew's, we believe that every child is entitled to a high-quality, ambitious curriculum. We move away from "differentiation" by task and instead embrace **Adaptive Teaching**. This means we maintain high expectations for all pupils, including those with SEND, by providing the necessary scaffolds to ensure they can access the same age-appropriate learning as their peers.

"What do you think? If a man owns a hundred sheep, and one of them wanders away, will he not leave the ninety-nine on the hills and go to look for the one that wandered off? ... In the same way your Father in heaven is not willing that any of these little ones be left behind." Matthew 18:12-14

## **Core Classroom Adaptations**

To ensure equity of access, all lessons at SS Osmund & Andrew's must incorporate the following evidence-based strategies:

1. **Pre-teaching Vocabulary:** Key terminology is introduced before the lesson or unit to reduce cognitive load and build confidence for pupils with speech, language, or communication needs.
2. **Visual Scaffolding:** Every lesson must include visual supports (e.g., word mats, sentence starters, or checklists) to provide a permanent reference point for learners.
3. **Chunked Instructions:** Complex tasks are broken down into small, manageable steps. Instructions are delivered clearly and often backed by a written "to-do" list on the board.
4. **Dual Coding:** Teachers must combine verbal explanations with relevant visual imagery or diagrams. This dual-channel approach helps pupils process and retain information more effectively.
5. **Built-in Retrieval Practice:** Every lesson begins with or contains opportunities to "activate" prior learning, ensuring that knowledge is transferred to long-term memory through regular low-stakes quizzing and review.
6. **Independence Fading:** Scaffolds are temporary. Teachers and TAs must systematically "fade" support as the pupil gains competence, moving from guided practice to independent application.

## **The Role of the Teacher: Accountability and Impact**

Teachers are the primary architects of learning for every child in their class. It is expected that:

- **Knowledge:** Teachers can readily name every SEND pupil in their class and articulate their specific barriers to learning.

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- **Articulation:** Teachers can clearly explain the specific adaptations made for these pupils during any given lesson.
- **Evidence:** Pupils' books will show evidence of the same ambitious curriculum as their peers, with scaffolds (such as stuck-in prompts or altered recording methods) visible where appropriate.
- **Pupil Voice:** When spoken to, pupils should be able to explain what helps them learn (e.g., "I use my word mat when I get stuck").

### **The Role of the Teaching Assistant (TA): Promote Independence**

TAs are deployed to facilitate independence, roving the room to support multiple learners and "stepping away" at the earliest opportunity to allow the pupil to work unaided.

We do not practice "**Velcro Support**" as we believe that over-reliance on an adult limits a child's potential. TAs:

- Will work with different children rather than sit permanently next to one child, creating a barrier between the pupil and the teacher.
- Always challenge each child, rather than lower expectations by providing "easier" alternative work.
- Aim for children to be as independent as possible, rather than feel they must complete the physical writing or thinking on behalf of the pupil.

### **Demonstrating Practice**

Through learning walks, book looks, and professional dialogue, teachers must be able to demonstrate both their **adaptive practice** and the **measurable impact** it has on pupil progress. We do not accept "glass ceilings"; we provide the ladder for every child to reach the top.