

# Challenge

Examples of challenge across the curriculum

## Reading

- Cultivate reading for pleasure with high quality texts available
- Complexity of questions (analysis, synthesis, evaluation)
- Ranking answers
- If this is the answer, what is the question?
- Write own questions

## Writing

- Use a variety of sentence structures
- Consistently use taught grammar and punctuation
- Use of dictionaries and thesauri
- Consideration of the impact on the reader
- Choice in writing style

## Maths

- If this is the answer, what is the question?
- Explain it
- Spot the pattern
- What would come before and after
- Odd one out
- Maths story

## Science

- Extending question/ questions to make links
- Relate this concept to ....
- What would we do next as scientists?
- What is the same/ different?
- Odd one out
- Show understanding a different way.

## Art

- Greater choice in tools and media
- Freedom in design
- Self evaluation and adaptation

## Computing

- Open ended design tasks
- Independent research tasks
- Use of different/more complex coding software

## DT

- Greater design choices
- Evaluate and adjust during the project
- Testing design in a variety of ways

## Geography

- Applying map skills to real - life contexts.
- Analysing and evaluating locational information.
- Greater range of maps

## History

- Chronological writing to present information
- 'Early start' where children have an existing subject knowledge
- Further 'topic reading' suggestions

## Languages

- Apply knowledge from prior learning to extend conversation and writing.
- Reduce the use of support sheets and scaffolding
- Open ended activities

## Music

- Playing harmony or accompaniment rather than the melody.
- Opportunity to express themselves in composition.
- Incorporate children's specialist instrument into the lesson

## PE

- Space - change the direction or pathway or alter size of space to challenge
- Task - set time limits or add additional actions
- Equipment - add challenge by changing the equipment e.g. size of ball.
- People - group children for challenge

## PSHE

- Make links with other learning
- Consider real world implications
- Prove it
- Draw it

## RE

- Making connections between different faiths and beliefs
- Independent research.
- Consider personal and wider perspectives

# Adaptive Teaching Strategies

At Birchwood we use a range of adaptive teaching strategies to meet the diverse learning needs, abilities, and interests of individual students. These strategies ensure that every child, regardless of their starting point, can access our broad and balanced curriculum and make progress. Teachers may use techniques such as: flexible grouping; scaffolded support and collaborative work to create an inclusive and supportive classroom environment. By adapting teaching based on assessment within the lesson, support and challenge can be used effectively.

## Features of Lessons

- Modelling
- Scaffolding
- Partner and collaborative work
- Personalised learning
- Higher order questioning
- Assessment for learning
- Checking for understanding
- Flexible groupings
- Star words
- End points
- Feedback in the moment
- Links to prior learning
- Recall
- Chunking of information
- Knowledge organisers

## Examples of adaptive teaching strategies

- Dual coding
- Examples of completed work
- Partner, echo and choral reading
- Think, pair, share
- Cold calling
- Show me boards
- Say it again better
- Spot the error
- Explain it/ prove it
- Quizzes
- Flashcards
- Editing
- Help sheets
- Pre teaching vocabulary
- Use of technology
- Use of practical resources
- Visual representations
- Photos and videos

# Support

Examples of support across the curriculum

## Reading

- Early phonics intervention
- Use of 'ask me' stickers to reinforce sounds
- Echo reading
- Choral reading
- Modelled answers

## Writing

- Oral rehearsal
- 'Grow the code' phonics help sheets
- Record sentences using technology
- Scaffolding—sentence openers and vocabulary help sheets
- Use of role play and actions

## Maths

- Use of a range of concrete manipulatives
- Draw it
- Prove it
- Worked examples

## Science

- Photographs, images and videos
- Demonstration and role play
- Alternatives to written recording
- Prompts for recording (such as the 'point, evidence, explain' structure for conclusions)

## Art

- Alternative resources (paintbrushes, pencil grips etc.)
- Modelling of different resources
- Focus on one step of the process at a time

## Computing

- Use of support videos
- Use of 'unplugged' activities
- Adaptive tools (e.g. predictive text, simplified user interface)

## DT

- Equipment used (e.g. bigger needle, easy Grip scissors)
- Pre prepared elements
- Simplified design choices
- Partially completed diagrams

## Geography

- Adapted maps (less detail, more label etc.)
- Annotated diagrams
- Use of photographs
- Checklists

## History

- Visual resources,
- Scaffolded time line
- Range of recording styles (presentation, group work, technology etc.)

## Languages

- Use of videos to support pronunciation
- Use of knowledge organisers to scaffold conversations.
- Reduce the amount of new vocabulary and use dual coding.

## Music

- Scaffolding or resources (letter names of notes under a stave etc.)
- Task differentiation (taking the melody line while singing, play simpler rhythms on percussion etc).
- Additional practice time

## PE

- Space—make the working area smaller or larger
- Task—less actions or more time
- Equipment—modified equipment to support
- People—vary the support given or groupings

## PSHE

- Use of social stories and other visual prompts
- Pre teach vocabulary

## RE

- Memory joggers for each religion
- Dual coding of vocabulary
- Use of pictures and videos
- Sequencing pictures for religious stories