

Teacher Standard 5

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

What this might look like in the classroom?	Example of evidence you might collect.
Lesson plans show access and challenge strategies <i>throughout</i> the lesson.	Planning with access and challenge highlighted.
Strategies are employed during teaching to enable <i>all</i> children to access the learning: Eg: <ul style="list-style-type: none"> - pupils have constant, free access to a range of resources - mathematics working wall contains imagery to illustrate concepts and strategies - pupils have constant access to mini whiteboards to keep track of their thinking? - sufficient thinking time (wait time) is allowed after a question is asked - vocabulary is clearly explained and reinforced using visual cues - depth of answer is valued over rapid recall For 	Lesson plans Formal/informal lesson observations Sustained child observations by your colleagues whilst you are teaching Photographs of working walls/ children's whiteboard responses Photographs of mathematical displays Individual pupil targets for specific children

<p>example: through peer discussion, wait time, focussing on how you <i>could</i> work out an answer not <i>what</i> the answer is</p> <ul style="list-style-type: none"> - mistakes are valued to create an accepting ethos in mathematics lessons? - individualised support is provided as necessary For example: a personal toolbox, an adult, strategic seating position etc.. 	
<p>Strategies are employed during teaching to enable challenge and enrichment:</p> <p>Eg:</p> <ul style="list-style-type: none"> - higher level questions - open questions - child choice of question and/or strategy - reasoning (and proof where appropriate) is expected from every child 	<p>Lesson plans</p> <p>Formal/informal lesson observations</p> <p>Sustained child observations by your colleagues whilst you are teaching</p>
<p>SENCo has advised the teacher and advice has been taken up and evaluated.</p>	<p>Record of meeting with SENCo</p> <p>Lesson plan with aspects highlighted</p> <p>Professional development records</p>

Common factors that affect attainment in mathematics:

- Poor memory
- Slow working speed
- Language difficulties
- Anxiety or lack of confidence
- A specific learning difficulty



Reflect on how your classroom practice supports children with these difficulties:

- Do your pupils have constant, free access to a range of resources?
- Does your mathematics working wall contain imagery to illustrate concepts and strategies?
- Do your pupils have constant access to mini whiteboards to keep track of their thinking?
- Do you allow sufficient thinking time (wait time) after you have asked a question?
- Do you clearly explain and reinforce vocabulary? Is there a visual cue for this?
- Do you focus on depth of answer over rapid recall? For example: through peer discussion, wait time, focussing on how you *could* work out an answer not *what* the answer is.
- Do you value mistakes and model your own mistakes to create an accepting ethos in mathematics lessons?
- Do any of your children need specific support to access learning? – a personal toolbox, an adult, strategic seating position etc..

Create a diary to capture your observations and progress. Set yourself a very specific target (or aspect to inquire into) and reflect on the outcome. Aim to complete a series of target/inquiry- reflect- new target/inquiry cycles, capturing your progress in your diary.

Science for All