

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

This table provides an idea of the kind of activities you could do in school to provide evidence for this standard. These are only suggestions and it is not suggested that you do everything in the table, nor is it intended to be an exhaustive list.

What this might look like in the classroom	Example of evidence you might collect
Plan lessons to incorporate differentiation for EAL pupils eg science vocabulary lists. Use of images linked to the pupil's first language, colour coding work sheets, buddying EAL pupil with another student.	Lesson plans and resources. Ask your host teacher to log all strategies used on a lesson evaluation.
Make appropriate provision for SEND pupils to be able to access work such as below (this list is by no means exhaustive): Dyslexia Large print, bookmarks to track reading, providing sentence stems, using text readers. Visual impairment High contrast on board, large print, speak instructions concisely.	Lesson plans and resources. Ask your host teacher to log all strategies used on a lesson evaluation.

<p>Hearing impairment Clearly written instructions, ensure student is making eye contact when you speak to them, hearing loop.</p> <p>Autism Clear instructions, reduce distractions, speak clearly in a low voice.</p> <p>Wheelchair user Position lab kit for easy access, use teaching assistant support to assist in practical work.</p>	
Use Blooms, SOLO or other taxonomies to identify level of work.	Key questions levelled and identified in lesson plans.
Attend pupil progress meetings.	Log in minutes of mentor meeting.
Liaise with support staff to discuss the best way to support a particular SEND pupil.	Log in minutes of mentor meeting.
Make seating plan to meet the needs of individual pupils eg child with autism surrounded by quieter peers.	Notes on lesson plan.
Record of progress is kept for all pupils, including SEND pupils.	Mark book.
Read IEPs and use this to inform classroom practice.	Lesson plan.
Ensure lesson plans identify opportunities to develop numeracy and literacy eg use of scientific glossaries or rearranging equations.	Lesson plans.
Meet with SENCO to discuss pupil needs.	Log of meeting with SENCO.
Direct teaching assistants to support individual pupils.	Lesson plan.
Use differentiated outcomes for all pupils to be able to succeed.	Lesson evaluation.
Provide stretch and challenge for AG&T pupils.	Lesson plan.