



St Michael's
C.E. Primary School

Adaptations Document



"Courage to Flourish in the Love of God"

At St Michael's, the approach to adaptive teaching is shaped by the school's vision of "Courage to Flourish in the Love of God" and is underpinned by research from the Education Endowment Foundation (EEF). The EEF's guidance on moving from differentiation to adaptive teaching emphasises that the most effective support for pupils comes from high-quality teaching, where lessons are planned around a shared, ambitious curriculum and teachers respond flexibly to pupils' needs as learning develops. In line with this research, adaptations at St Michael's focus on anticipating barriers through careful planning and making responsive adjustments during lessons, such as refining explanations, using effective scaffolding, targeted questioning, and flexible grouping, while maintaining high expectations for all. This approach reflects professional courage in teaching practice, ensuring pupils learn together, are supported with dignity, and are enabled to flourish academically and personally within a culture rooted in care, inclusion, and a commitment to doing good.

High quality teaching

At St Michael's, inclusive practice is founded on the belief that high-quality classroom teaching is the most effective way to meet the needs of all pupils. Our approach is set out clearly in the Teaching and Learning Policy and is informed by robust, evidence-based practice. Research demonstrates that strategies which support pupils with SEND also improve outcomes for all learners. This means every child receives appropriate support and challenge, enabling them to succeed and thrive.

The core principles guiding high-quality teaching include:

- High expectations for all pupils, including those with SEND.
- An ambitious, well-sequenced curriculum that is accessible to every learner.
- Adaptive teaching informed by ongoing assessment and responsive feedback.
- A strong emphasis on developing pupils' independence and resilience as learners.
- Effective collaboration between teachers, support staff and external professionals.
- Active partnership with parents and carers to support learning and progress.
- Pupil voice and participation placed at the heart of decision-making.

How this document links to The St Michael's Way

This document should be read alongside the Teaching and Learning Policy and The St Michael's Way. Adaptive teaching is not a separate approach for pupils with SEND; it is the responsive application of our six pedagogical principles - Challenge, Explanation, Modelling, Questioning, Feedback and Practice - so that barriers to learning are anticipated and removed while ambition remains high.

The Teaching and Learning Policy establishes that all pupils should access an ambitious, well-sequenced curriculum. Adaptations change the route, support, representation, pacing or level of guidance where needed; they do not automatically reduce the intended learning or intellectual demand.

The adaptive teaching cycle

Identify the barrier -> select the least intrusive useful adaptation -> check for understanding -> respond or reteach -> fade or adjust support -> check independence.

Teachers should use assessment, questioning, whiteboards, observation, live marking and pupils' work to decide whether an adaptation should be maintained, changed or removed. The aim is successful participation in ambitious learning with increasing independence.

Adaptive teaching and the Six Pedagogical Principles

Principle	Adaptive teaching focus	Examples in this document
Challenge	Maintain ambitious learning while removing barriers to access.	Scaffolds; flexible grouping; cloze tasks; word banks; targeted adult support.
Explanation	Make new learning accessible, connect to prior knowledge and manage cognitive load.	Widgits; images; concrete resources; pre-teaching; vocabulary; small steps.
Modelling	Make the process and thinking visible before responsibility transfers to pupils.	Worked examples; backward fading; CPA; live modelling; I do, We do, You do.
Questioning	Use pupil responses diagnostically and enable every pupil to participate.	Strategic questioning; Think-Pair-Share; whiteboards; prompts; process questions.
Feedback	Respond to misconceptions promptly and give pupils an actionable next step.	Live marking; whiteboards; re-teaching; scoop groups; immediate verbal feedback.

Practice	Provide supported rehearsal and repeated opportunities before independent application.	Guided practice; oral rehearsal; faded examples; repeated reading; arithmetic practice.
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Universal principles for adaptation

- Maintain high expectations. Adapt access and support before changing the intended learning.
- Plan from barriers, not labels. Ask what is preventing successful participation in this learning now.
- Use flexible, temporary grouping based on current assessment rather than fixed notions of ability.
- Choose scaffolds deliberately and reduce them as soon as pupils can succeed with less support.
- Protect independence. Adult support should prompt thinking and participation rather than create dependency.
- Check impact. An adaptation is useful only when it improves access, understanding, participation or independence.

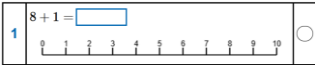
Maths

Adaptive strategy	Barrier / purpose	In practice	St Michael's Way link	Fading / independence
Worked examples and backwards fading	Pupil cannot yet hold or execute all steps of a process independently.	I do, we do, you do. Children who do not understand during 'you do' should be in the scoop group. Example: 6 children did not get the correct answer on the board and are have not yet secured the concept and need an additional worked example and guided practice. They work with the class teacher whilst the TA navigates around the classroom.	Modelling / Practice	Fade prompts/examples as checks show pupils can complete each step independently.

		Example: 6 children did not get the correct answer on the board and are not ready for challenges and need another worked example. They work with the class teacher whilst the TA navigates around the classroom.		
CPA Approach	An abstract mathematical concept is not yet secure.	Using concrete resources (Base 10, Numicon, etc.) and then moving on to pictorial representations, followed by the abstract question itself. Teacher modelling using CPA during the ‘I do’ to show children how to represent. Example: Year 3 children can use base 10 equipment by building each number with tens rods and ones cubes, lining them up in columns to match the place value, then physically combining the ones and tens to find the total—exchanging ten ones for a tens rod if needed—to clearly see how carrying works in column addition. Year 1 children can use Numicon by selecting a Numicon shape for a number (e.g. 6) and then finding the shape that fits exactly with it on a 10-frame or over a Numicon 10 shape, helping them see which two numbers make 10 and develop a visual understanding of number bonds. WRM has a resource where you can create base 10 for your lesson as shown. An online rekenrek can also be used to create	Modelling / Explanation	Move from concrete to pictorial to abstract when understanding is secure; keep resources available if they remain purposeful.

		questions or to support learners. You can create number lines to support learners in addition and subtraction. Example: Year 3 children can use base 10 equipment by building each number with tens rods and ones cubes, lining them up in columns to match the place value, then physically combining the ones and tens to find the total—exchanging ten ones for a tens rod if needed—to clearly see how carrying works in column addition. Year 1 children can use Numicon by selecting a Numicon shape for a number (e.g. 6) and then finding the shape that fits exactly with it on a 10-frame or over a Numicon 10 shape, helping them see which two numbers make 10 and develop a visual understanding of number bonds. WRM has a resource where you can create base 10 for your lesson as shown. An online rekenrek can also be used to create questions or to support learners. You can create number lines to support learners in addition and subtraction.		
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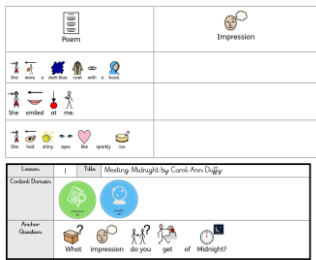
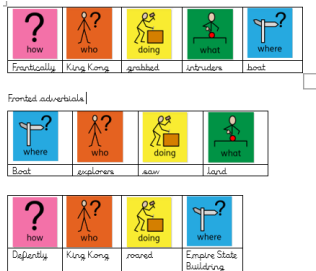
Arithmetic	Fluency, recall or representation is creating a barrier to accurate arithmetic.	Adapting the papers for children to include visual prompts particularly for those in KS1 who would benefit from number lines being pre-drawn on their test. Scoop groups should be used during arithmetic teaching to address misconceptions and plug gaps. Arithmetic papers can help primary children with SEND by providing structured, repetitive practice that supports memory and confidence, helping them to build fluency with basic number skills. Example:	Practice / Feedback	Reduce visual prompts and targeted support as fluency and accuracy improve.

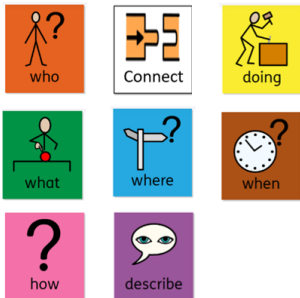
				
Working and faded examples	Pupil needs a visible model before taking responsibility for more of the process.	Worked examples are fully completed problems that show each step of a solution. Faded examples gradually remove parts of the solution, requiring pupils to complete more of the process themselves. Together, they support pupils in moving from guided practice to independent problem solving. Example: Worked Example: The teacher demonstrates or provides a fully solved example. Pupils analyse it, identify each step, and discuss the reasoning. Example: Example: $324 + 258 = 582$ (each column addition shown and explained). Partially Faded Example: Some steps are completed, but pupils fill in missing parts. Example: Example: $324 + 258 = ?$ (units column shown; pupils complete tens and hundreds). More Faded Example: Only the question is given, requiring pupils to apply the method independently. Example: Example: $324 + 258 = ?$ (no working shown — pupils complete all steps).	Modelling / Practice	Remove completed steps progressively until the pupil completes the full process independently.

		Example: Worked Example: The teacher demonstrates or provides a fully solved example. Pupils analyse it, identify each step, and discuss the reasoning. Example: Example: $324 + 258 = 582$ (each column addition shown and explained). Partially Faded Example: Some steps are completed, but pupils fill in missing parts. Example: Example: $324 + 258 = ?$ (units column shown; pupils complete tens and hundreds). More Faded Example: Only the question is given, requiring pupils to apply the method independently. Example: Example: $324 + 258 = ?$ (no working shown — pupils complete all steps).		
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Writing

Adaptive strategy	Barrier / purpose	In practice	St Michael's Way link	Fading / independence
Widgits	Vocabulary or language is limiting access to the learning.	Use Widgits to support and scaffold the learning and understanding of key vocabulary. Use Widgits to develop independence during the deliberate practice 'apply' part of the lesson. Use of Widgits in anchor questions. Example:	Explanation / Challenge	Reduce symbol support once vocabulary can be understood and retrieved without it.

				
Colourful semantics	Pupil needs support to organise sentence structure and composition.	Used as a scaffold for sentence construction to support pupils working significantly below age-related expectations, helping them build sentences step-by-step (subject → verb → what/where/when). Integrated into adapted planning across year groups, with teachers reviewing its effectiveness weekly to ensure scaffolds meet children's needs. Deployed specifically for Below/WTS groups to improve composition and sentence accuracy, often paired with live marking and modelling. Used alongside Widgits and other visual supports to make learning more accessible for SEND pupils and those needing differentiated tasks. Example: 	Explanation / Practice	Fade colour cues and sentence prompts as sentence construction becomes secure.

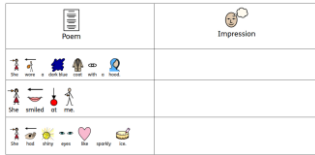
				
Cognitive Load Reduction	The amount of information or number of steps is overloading working memory.	Reducing the amount pupils have to process at one time without lowering challenge. Example: Writing one section per day; Planning and writing on the same day Cutting plans so pupils write one section only in a day. Example: Writing one section per day; Planning and writing on the same day Cutting plans so pupils write one section only in a day.	Explanation	Increase the amount managed independently as routines, vocabulary and component skills become fluent.
Scaffolding & Gradual Release	Pupil needs temporary structured support before independent application.	Structured support that moves pupils towards independence. Example: Units scaffold children's writing by design, and the teacher models → shared → guided → independent writing. Cloze sentences. Sentence stems. Example: Units scaffold children's writing by design, and the teacher models → shared → guided →	Challenge / Practice	Move deliberately from modelled to shared, guided and independent application.

		independent writing. Cloze sentences. Sentence stems.		
Oral Rehearsal & Language First	Pupil has ideas but needs support to organise language before writing/responding.	Using talk to rehearse ideas and language before writing. Example: Talking tins Pupils repeatedly say their plan before writing. Example: Talking tins Pupils repeatedly say their plan before writing.	Practice / Explanation	Reduce rehearsal prompts when pupils can organise and express ideas independently.
Visual Support	Language or recall is improved by making meaning visible.	Making learning visible to support understanding and recall. Example: Word banks; Picture clues; Labelled objects for EAL; Drawing images to show meaning. Example: Word banks; Picture clues; Labelled objects for EAL; Drawing images to show meaning.	Explanation	Remove or simplify prompts once pupils can retrieve the relevant meaning independently.
Concrete / Practical Support	An abstract idea needs anchoring in a practical or familiar representation.	Using physical or practical experiences to anchor abstract thinking. Example: Using objects to immerse children into the story; Images for planning; Drawing or making a creature before planning.	Modelling / Explanation	Move towards pictorial/abstract representation when the practical model is no longer needed.

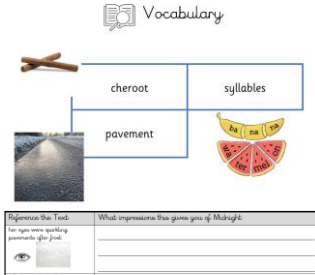
		Example: Using objects to immerse children into the story; Images for planning; Drawing or making a creature before planning.		
Collaborative Learning	Pupil benefits from rehearsal, discussion or guided support before independent work.	Using peers and adults to support learning and independence. Example: Partner sentence writing. Planning in pairs. Guided writing groups. Example: Partner sentence writing. Planning in pairs. Guided writing groups.	Practice / Questioning	Vary partners/adult input and check that pupils can subsequently complete the learning independently.
Pre-teaching & Re-teaching	Prerequisite knowledge or vocabulary is insecure.	Preparing pupils in advance and revisiting learning to secure understanding. Example: Revision of prior-year skills; repeated reading; vocabulary revisited little and often. Example: Revision of prior-year skills; repeated reading; vocabulary revisited little and often.	Explanation / Practice	Reduce additional input once prerequisite knowledge is secure and can be retrieved in class.

Reading

Adaptive strategy	Barrier / purpose	In practice	St Michael's Way link	Fading / independence
Worked examples and backwards fading	Pupil cannot yet hold or execute all steps of a process independently.	I do, we do, you do. Children who do not understand during 'you do' should be in the scoop group.	Modelling / Practice	Fade prompts/examples as checks show pupils

		Example: 6 children did not get the correct answer on the board and are have not yet secured the concept and need an additional worked example and guided practice. They work with the class teacher whilst the TA navigates around the classroom. Example: 6 children did not get the correct answer on the board and are not ready for challenges and need another worked example. They work with the class teacher whilst the TA navigates around the classroom.		can complete each step independently.
Widgits	Vocabulary or language is limiting access to the learning.	Use Widgits to support and scaffold the learning and understanding of key vocabulary. Use Widgits to develop independence during the deliberate practice ‘apply’ part of the lesson. Use of Widgits in anchor questions. Example: 	Explanation / Challenge	Reduce symbol support once vocabulary can be understood and retrieved without it.
Simplified texts	Text complexity is preventing access to the intended comprehension or discussion.	Where text complexity creates a barrier unrelated to the intended learning, teachers may adapt vocabulary, sentence structure, presentation or quantity while retaining the key concepts, ideas and discussion expected of the class. Adapt the access, not automatically the intellectual demand.	Explanation / Challenge	Increase access to the original text as fluency/comprehension improves; retain the same key ideas and discussion wherever possible.

		Example: If pupils are studying the same Year 6 extract but a pupil's assessed reading level prevents fluent access, a teacher may prepare an adapted version that preserves the key ideas for discussion. Any AI-assisted adaptation must be checked carefully by the teacher for accuracy, appropriateness and fidelity to the intended learning. Example: All children are using an extract of 'The Boy in the Tower' in Year 6. Based on Salford Reading Assessments, some children in this year group are reading at age 4-6. Copy and paste text into AI with the prompt simplify the text for an age 5 reader. Keep the key ideas of the text for children to discuss. Once done, teacher to check through to ensure words used are appropriate for reading age and main ideas are included in the text.		
Pictures and photographs to aid understanding of key vocabulary and ideas	Tier 3 vocabulary or unfamiliar concepts are limiting comprehension.	Use real photographs or images to support children's understanding of Tier 3 vocabulary during the teaching part of the lesson. Use photographs during the apply section on children's sheets to scaffold understanding and increase independence. Example:	Explanation	Fade images when vocabulary and concepts can be recalled without them.

				
Scaffolded independent work	Pupil understands with support but cannot yet complete the task independently.	To aid independence during the apply section of the lesson. Scaffolded work could include part of the answer being given to the child or evidence already highlighted in the extract. Example: In a few places a post was standing with empty windows gaping against the sky and all crumbled and broken into strange shapes and blackened by fire. The bus was bumping along the road for the road was full of holes. People were struggling along the pavement by a narrow path covered in rubble the shops were fronted with boards 	Challenge / Practice	Remove highlighted evidence, partial answers and prompts progressively as independence increases.
Prior Knowledge Activated in every lesson	Relevant prior knowledge is not being retrieved or connected to new learning.	At the start of every lesson, prior knowledge is discussed. This could be through photographs, key vocabulary or discussion. Example: 	Explanation / Practice	Reduce prompts as pupils become able to retrieve and connect prior knowledge independently.

Wider Curriculum

Adaptive strategy	Barrier / purpose	In practice	St Michael's Way link	Fading / independence
Colourful Semantics	A current barrier is preventing secure access, participation or independence.	Images to support and scaffold the learning and understanding of key vocabulary. Example: 	Challenge / Explanation / Practice	Reduce support as assessment shows the pupil can succeed more independently.
Widgits	Vocabulary or language is limiting access to the learning.	Use Widgits to support and scaffold the learning and understanding of key vocabulary. Example:	Explanation / Challenge	Reduce symbol support once vocabulary can be understood and retrieved without it.

		 agriculture  housing  industrial  business		
Written Scaffolds	Recording, spelling or sentence formulation is obstructing demonstration of subject knowledge.	Word bank Key vocabulary Y1/Y2 common exception words Y3/4 and Y5/6 statutory spellings These help children scaffold their writing in all subjects. Frames can provide scaffolds for extended pieces of writing, as well as giving the children sentence stems to help them frame their answers. Example:	Challenge / Practice	Reduce word banks, sentence stems and frames as pupils internalise vocabulary and structures.

				
Verbal Scaffolds	Pupil needs support to formulate, rehearse or extend a response.	Sentence starters Think-Pair-Share Providing 'thinking' time Simplifying instructions Asking strategic questions Full sentence responses to encourage construction skills Collaborative activities Example: Let's look at this together... What have you done before, that will help you with this task? What can you remember from previous years where this may help you? Don't forget, your work needs to include... If you get stuck, remember to use... Working Walls Example: Let's look at this together... What have you done before, that will help you with this task? What can you remember from previous years where this may help you? Don't forget, your work needs to include... If you get stuck, remember to use... Working Walls	Questioning / Explanation	Move from prompts and choices towards independent explanation and reasoning.

Questioning	Teacher needs diagnostic evidence of understanding and misconceptions.	The types of questions that are posed to children, during the curriculum lessons, provide the teachers/teaching assistants with information regarding the understanding of the children. This then determines the level of support they receive next, or the activity they are expected to complete. Example: Factual Recall Can you list three...? Can you recall...? How did happen? Application/Identification How would you use...? What examples can you find to...? How would you solve... using what you have learned? How would you organise this to show...? Analysis/Interpretation What are the parts or features of...? How is... related to...? What do you think...? What is the theme of...? What motive is there...? Higher Order Thinking Do you agree with the actions/outcomes of...? What is your opinion of...? How would you prove/disprove...? Evaluation What changes would you make to solve...? How would you improve...?	Questioning	Reduce response scaffolds while maintaining thinking time and high participation expectations.
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		What would happen if...? Can you propose an alternative? Example: Factual Recall Can you list three...? Can you recall...? How did happen? Application/Identification How would you use...? What examples can you find to...? How would you solve... using what you have learned? How would you organise this to show...? Analysis/Interpretation What are the parts or features of...? How is... related to...? What do you think...? What is the theme of...? What motive is there...? Higher Order Thinking Do you agree with the actions/outcomes of...? What is your opinion of...? How would you prove/disprove...? Evaluation What changes would you make to solve...? How would you improve...? What would happen if...? Can you propose an alternative?		
Cloze passages	Pupil needs support to build sentence stamina and accurate written responses.	To support/scaffold independent writing, create a text with specific gaps for children to complete: a mix of words and sentences to build writing stamina. The scaffold is removed when children are able to	Challenge / Practice	Increase the amount pupils generate independently, then

		write a complete sentence that makes sense and has correct punctuation. Example: The beach is a place where the land meets the _____. People often visit the beach to play in the _____, build _____ castles, and look for _____. The ground is usually covered in soft _____. You might see boats on the _____ and birds flying in the _____. Some beaches have big _____ that crash onto the shore. It can be sunny, windy, or even _____ at the beach! Suggested word bank (you can adjust based on ability level): sea water sand shells sky waves cold sand ocean Example: The beach is a place where the land meets the _____. People often visit the beach to play in the _____, build _____ castles, and look for _____. The ground is usually covered in soft _____. You might see boats on the _____ and birds flying in the _____. Some beaches have big _____ that crash onto the shore. It can be	remove the cloze structure when sentence construction is secure.
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Pre- and Post-Learning Questions	Teacher needs to identify starting points, misconceptions and subsequent progress.	These questions are used before the teaching and planning of a new area of learning. They allow the teacher to see where the children are currently at in their understanding and knowledge and plan accordingly. They are brief and designed in the best way to allow the teacher to gather what the children think they already know and any misconceptions that they have. The planning of the sequence of lessons can then be adapted accordingly. The children will answer very similar questions again at the end of the sequence, and the teacher will have an overview of what has been taught. They also allow the children to see and understand the progress that they are making, reinforcing the concept that learning is an active process. Example:	Questioning / Feedback	Use findings to adjust teaching; withdraw extra support when misconceptions are resolved.

		<table border="1"> <thead> <tr> <th>Question</th><th colspan="3">Answer</th><th>Mark</th></tr> </thead> <tbody> <tr> <td>1. Sikhs believe that life is a cycle of birth, death and re-birth.</td><td> true</td><td></td><td> false</td><td></td></tr> <tr> <td>2. What is the name of the Sikh Holy Book?</td><td>The Bible</td><td>Guru Granth Sahib</td><td>The Quran</td><td></td></tr> <tr> <td>3. What do the four doors symbolize?</td><td>There are many entrances to the Gurdwara.</td><td>People from the North, South, East and West are all welcome.</td><td>Earth, Fire, Water and Air.</td><td></td></tr> <tr> <td>4. The Gurdwara is a community centre too, it provides food, shelter and computers.</td><td> true</td><td></td><td> false</td><td></td></tr> <tr> <td>5. Which religion worships in a Church, say prayers, stay happy and listen to the Bible?</td><td>Christianity</td><td>Sikhism</td><td>Islam (Muslims)</td><td></td></tr> <tr> <td>6. Which religion worships in a Mosque?</td><td>Christianity</td><td>Sikhism</td><td>Islam (Muslims)</td><td></td></tr> </tbody> </table>	Question	Answer			Mark	1. Sikhs believe that life is a cycle of birth, death and re-birth.	 true		 false		2. What is the name of the Sikh Holy Book?	The Bible	Guru Granth Sahib	The Quran		3. What do the four doors symbolize?	There are many entrances to the Gurdwara.	People from the North, South, East and West are all welcome.	Earth, Fire, Water and Air.		4. The Gurdwara is a community centre too, it provides food, shelter and computers.	 true		 false		5. Which religion worships in a Church, say prayers, stay happy and listen to the Bible?	Christianity	Sikhism	Islam (Muslims)		6. Which religion worships in a Mosque?	Christianity	Sikhism	Islam (Muslims)			
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Whiteboards	Teacher needs rapid whole-class evidence of understanding.	A quick way to immediately assess the children's understanding. Gauge understanding of the whole class. Pick out misconceptions and address them 'in the moment'. Example: 	Questioning / Feedback	Use responses to decide whether to move on, reteach or reduce support.																																			
Modelling	Pupil needs the process, choices or success criteria made visible.	Sequencing concepts and modelling are key when presenting children with new information. All teachers will model to some extent, as appropriate to the lesson focus. Providing the children with models is a central feature to planning and providing good	Modelling	Stop modelling once checks show pupils are ready for guided and then																																			

		explanations. Modelling helps reduce the overload on the working memory by presenting new information in small steps. The children need to practise these small steps. Modelling and scaffolding help the children to practise the small steps and build up the schemata. A well-sequenced scheme of learning will provide the children with hands-on opportunities at the most appropriate time and place to maximise learning. Example: Displays – Working Walls Examples on flip charts and on supporting resources Example: Displays – Working Walls Examples on flip charts and on supporting resources 		independent practice.
Flexible Grouping	A current misconception or gap requires temporary targeted teaching.	Children's seating plans are in temporary groups based on their current needs for targeted re-teaching or extension activities. Example: Scoop groups Example: Scoop groups	Challenge / Feedback	Regroup responsively; targeted groups should be temporary and based on current need.

Quick Reference: What barrier am I seeing?

Observed barrier	Consider first	St Michael's Way
Cannot get started independently	Activate prior knowledge; model the first step; reduce task complexity without reducing ambition.	Explain / Model / Practice
Cannot remember key vocabulary	Pre-teach; use Widgeits/images; oral rehearsal; revisit little and often.	Explain / Practice
Loses track of multi-step tasks	Chunk into small steps; worked example; checklist/visual prompt; guided practice.	Explain / Model / Practice
Can answer orally but struggles to write	Oral rehearsal; sentence stems; colourful semantics; word bank; modelled sentence.	Model / Practice
Repeated misconception	Check for understanding; re-model; use concrete example; targeted temporary group.	Question / Feedback / Model
Over-reliant on adult support	Reduce prompts; increase wait time; redirect to models/resources; check independent application.	Challenge / Practice
Can complete with scaffold	Fade one element at a time and re-check understanding and success.	Challenge / Feedback / Practice

Monitoring the impact of adaptations

- Is the pupil accessing the same ambitious learning intention wherever possible?
- Does assessment show improved understanding, accuracy or participation?

- Is the pupil doing more of the thinking and work rather than the adult?
- Can the scaffold now be reduced, simplified or removed?
- If the adaptation is not working, what does current evidence suggest the actual barrier is?
- Are flexible groups changing in response to current need rather than becoming fixed groups?

Evidence may come from questioning, show-me boards/whiteboards, live marking, pupils' work, exit tickets, pupil voice, planning and book scrutiny, learning walks and pupil progress discussions. Monitoring should focus not simply on whether a scaffold is present, but whether it enables ambitious learning and increasing independence.