

St Thomas' (Halliwell) CE School



ST. THOMAS
C.E. PRIMARY, HALLIWELL

Adaptive Teaching Policy

November 2025

To be reviewed September 2026



Bolton
Council



St Thomas' CE Primary School – Whole School Adaptive Teaching Strategy

At St Thomas' CE Primary School, we believe that every child can achieve and thrive through high-quality, adaptive teaching. Our approach ensures that all pupils- including those with English as an Additional Language (EAL), SEND, or from disadvantaged backgrounds- are able to access learning, participate fully, and make strong progress.

1. Vision and Principles

Our adaptive teaching approach is grounded in equity, inclusion and high expectations. Teachers adapt their teaching to respond to the strengths and needs of all pupils, ensuring that all pupils can achieve and succeed.

- Equity, not equality- every child receives what they need to succeed.
- Inclusion through quality first teaching- adaptive practice is embedded in every classroom.
- Language as a gateway to learning-all teachers are language teachers.
- High expectations for all - adapted through scaffolding, not simplification.

2. Whole-School Commitments

- Curriculum Design: A language-rich, progressive and culturally inclusive curriculum with explicit vocabulary teaching.
- High-Quality CPD: Regular training on adaptive teaching, cultural competence and supporting EAL, SEND and disadvantaged learners.
- Collaborative Planning: Teachers and support staff plan together, identifying language demands, needs and pre-teaching key concepts.
- High Expectations: Teachers maintain high aspirations for all learners, regardless of ability or background.

3. Classroom Practice

Effective adaptive teaching includes knowing each learner well and responding flexibly to their needs.

- Language Support: Visuals, sentence starters, word mats, bilingual dictionaries, pre-teaching of key vocabulary, and explicit vocabulary modelling.
- Scaffolding: Chunked instructions, modelling, worked examples, guided practice, and talk frames.
- Cognitive Challenge: Tasks pitched to the same learning objective/outcome for all pupils, with adjusted scaffolds rather than reduced expectations. Opportunities for overlearning and repetition.

- Use of Talk: Structured talk activities, teacher modelling of academic language, and oral rehearsal before writing.
- Feedback: Verbal and visual feedback focused on clarity, rephrasing and next steps.
- Groupings: Flexible grouping to balance peer language models and opportunities for first language use.
- Incorporate real life, practical activities: All learners can actively participate and succeed, through trips, visitors and practical approaches to learning.
- Encourage peer learning and collaboration: Creating opportunities for students to learn from and support one another.

4. Role of Support Staff

Teaching assistants play a vital role in scaffolding learning. They are briefed before lessons and focus on supporting understanding through prompts, visuals and key vocabulary, rather than simplifying tasks.

5. Environment and Resources

- Language-rich classrooms with labelled displays and dual-language resources.
- Working walls showing model language structures and vocabulary.
- Access to translation and communication tools for new-to-English pupils.
- Sensory tools, enlarged print, use of visuals, communication boards.
- Use assistive technologies and specialised equipment where required.

6. Assessment and Monitoring

Teachers use a range of formative assessments, including observation and talk, to identify understanding. Teachers will monitor progress regularly and adjust teaching accordingly. The EAL, Inclusion Lead and SENCo track progress of pupils and ensure their needs are met through meetings, observations and learning walks.

7. Family and Community Engagement

- Bilingual welcome materials and interpreters for key meetings.
- Parent workshops on supporting reading, phonics and maths language at home.
- Celebration of cultural diversity through curriculum and events.

8. Leadership and Review

Roles and responsibility of the

SENDCo:

- Coordinate provision and support for pupils with SEND.
- Support staff in implementing effective adaptive strategies.
- Monitor the impact of adaptive teaching on progress and wellbeing.

EAL Lead:

- Advise staff on language development strategies.
- Ensure EAL pupils have access to appropriate resources and interventions.

Pupil Premium/Disadvantaged Lead:

- Monitor the progress of disadvantaged pupils.
- Evaluate the impact of adaptive strategies on attainment and engagement.

Senior Leadership Team:

- Oversee implementation of the policy.
- Ensures adaptive teaching is prioritised in monitoring, and Governors are involved in evaluating its impact.

9. Impact Measures

- Improved attainment and progress for EAL, pupil premium and SEND pupils.
- Increased pupil participation and confidence in oral and written language.
- Consistent adaptive teaching evident in lesson observations.
- Positive feedback from parents and strengthened community engagement.