



Trinity Adaptive Teaching Expectations

To ensure all pupils have access to our curriculum At Trinity we make the following adaptations to our teaching and learning.

Foundations for Access

- ✓ Prerequisite knowledge identified before planning the lesson.
- ✓ Any gaps identified for pupils with SEND, target pupils and emerging need.
- ✓ Vocabulary, concepts and background knowledge prepared and pre-taught where required.
- ✓ Potential barriers (pace, language, organisation, cognitive load) addressed.

Explicit Instruction

- ✓ Explanations are concise, sequenced and easy to follow.
- ✓ Modelling is explicit and broken down into logical steps.
- ✓ Frequent checks for understanding.
- ✓ High-quality examples and non-examples prepared.
- ✓ Guided practice, before independent practice.
- ✓ Key vocabulary is introduced, revisited and used consistently.

Checking Understanding

- ✓ Planned checkpoints are built into delivery.
- ✓ Questions used to verify understanding across the class.
- ✓ Misconceptions identified rapidly.
- ✓ Adjustments made immediately to address gaps.
- ✓ Checks include targeted focus on pupils with SEND, target pupils and emerging needs.

Reading, Language and Vocabulary

- ✓ Texts checked for accessibility; alternatives provided where needed without reducing the ambition of the lesson.
- ✓ Key vocabulary explicitly taught and used in context.
- ✓ Oral rehearsal used to support written outcomes.
- ✓ Reading routines planned for pupils at early stages of literacy

Scaffolding and Support

- ✓ Scaffolds prepared to support entry into learning (models, sentence stems, worked examples, manipulatives).
- ✓ Scaffolds planned to fade over time to promote independence.
- ✓ Tasks maintain ambition and do not reduce challenge.



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- ✓ Support staff briefed clearly on when, how and with whom to intervene.
- ✓ Aim to provide less support of this nature throughout the course of the lesson, week or term.

Cognitive Load and Task Design

- ✓ Instructions and tasks kept simple and manageable.
- ✓ Visual supports used when appropriate.
- ✓ Practise time allocated to embed foundational knowledge.
- ✓ Task steps predictable and structured to minimise overload.

Targeted Adaptation

- ✓ Adaptations aligned with the intended curriculum sequence.
- ✓ Adjustments made in response to pupils' needs, not assumptions.
- ✓ Teaching adapted in real time when indicators of struggle appear.
- ✓ Additional practice provided where foundational skills are insecure.
- ✓ Using technology to model worked examples; it can be used by a pupil to help them to learn, to practice and to record their learning.
- ✓ Flexible grouping allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.