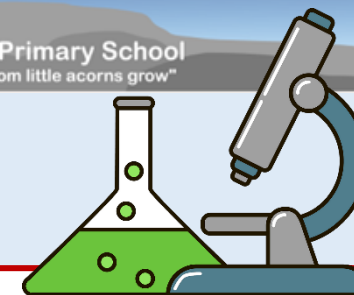


Adaptive Teaching in Science

At Ingleton Primary School, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.



Inclusive Classroom Environment

Foster an inclusive classroom environment where all pupils in science feel valued and included in all discussions and tasks. Where possible, seat children in mixed ability pairings to encourage collaborative learning and peer support among pupils.

Pairs/groups can be carefully chosen with a view to providing peer-support and by pairs working together.

Personal Plan

Use strategies outlined in Individual Provision Maps (IPMs) for children with SEND to enable them to engage in science activities and achieve learning outcomes.

Sensory Considerations

Be mindful of sensory sensitivities or challenges that some children may have. Create a comfortable and non-disruptive learning environment that minimises sensory distractions.

Time for talk

Students need time to process new scientific ideas and information and it helps if they can verbally make sense of new ideas by talking about them with their peers.

Embedding vocabulary

Scientific-specific terms and new vocabulary, early and repeated, allows students to use this vocabulary and build a fuller understanding of its meaning in different scientific contexts.

Knowledge Retrieval

Knowledge retrieval can be used early in the teaching of a new science unit of work, to link new and previous learning. They can also be used to provide a scaffold or framework for ongoing learning throughout the topic.

Teacher intervention/discussion

When students are working on an enquiry or task, the teacher takes the opportunity to work with groups/individuals to provide scaffolding through questioning and discussion. The teacher probes their understanding, challenges their reasoning and explores whether they can explain the scientific ideas and concepts.

Demonstrating our learning in many ways

We include many different ways for children to show their understanding such as drama activities, presenting to an audience, written scientific reports, etc. Where possible, each class takes learning outside to ensure learning is as hands-on and relevant to their lived experience as possible.

Grids and frameworks

In science, we use a variety of grids, graphs and charts as scaffolding tools, for example: Scientific diagrams, bar charts, scatter graphs, etc. We can also provide closed questions/gap-filling tasks to support learners understanding and processing skills.