

## A TWO-MINUTE SELF-CHECK FOR LEADERS AND TEACHERS

PRIMARY

# The Adaptive Teaching Audit

One ambitious goal for all learners. High challenge without three-lesson planning.

Differentiation often shields some learners from the thinking we want all of them to do. Adaptive teaching keeps one ambitious goal for all, and changes the route, not the destination. Score yourself, then change one routine this week.

 Circle the number that matches your practice:  1 Never  2 Sometimes  3 Usually  4 Always

## 1 Ambition

 I teach towards one ambitious curriculum goal for all learners in my class, and vary the scaffolds and speed to get there, not the destination.  1  2  3  4

## 2 Diagnosis

 Before teaching a new concept or skill, I know what learners already know, what they confuse, and where I expect them to stumble.  1  2  3  4

## 3 Scaffolding that fades

 My scaffolds are concrete, explicit, and temporary: manipulatives, talk frames, worked examples that I remove as learners show they do not need them.  1  2  3  4

## 4 Responsive checks

 I ask hinge questions, take a quick read of hands up or mini whiteboards, and decide in the moment: reteach, deepen, move on, or try a different representation.  1  2  3  4

## 5 Independence

 I create space for learners to choose strategies, make mistakes, and correct themselves before I correct them.  1  2  3  4

## 6 Workload

 I teach one core task and vary how learners access it: different manipulatives, different talk prompts, different pacing, but not three different curriculums.  1  2  3  4

Your total

/ 24

● 20-24

### Adaptive practitioner

You are pitching high and checking often. Tighten your responsive moves: make sure every check is diagnostic, and your next-move decision is visible to learners.

● 15-19

### Differentiation still holding

You are teaching different content to different groups. Start with one ambitious task this term and vary the support, not the goal. Pick one group to pilot.

● 10-14

### Protection mode

This audit is showing you which learners are being protected from the thinking you want all of them to do. Focus on workload: build one resource per topic (not three), then revisit ambition.

● 6-9

### Parallel curriculum

Your teaching plans are running three separate curriculums. Before anything else, name the one ambitious learning goal for all learners in your group, and start there.

**The differentiation debt, retire as you go:** Three-level worksheets for each lesson, one per ability group · Permanent groupings based on attainment that do not change · Support strategies that remove the thinking (simplifying language, filling in blanks, reducing the quantity) rather than clarifying it.