

What it looks like in practice

Nine routines teachers described on X between 2024 and 17 September 2026. Each row is a claim, labelled as reported practice, practitioner claim or objection. The evidence column is a fetched page, not the post. UK and US stay on the row. The live article already names mini whiteboards, TAs and flexible groups; these rows add the live scan-then-reteach loop, the rename that still ships three tasks, and the US same-task-plus-scaffold rooms.

ROUTINE	TEACHER MOVE	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS	REPORTED BY
Boards up, then change the explanation ● reported practice	Scan mini whiteboards. When the class has not got it, change the explanation in the same lesson, not after the period.	Boards held up. A second explanation in different words. The first plan is abandoned in public.	Ofsted's 2019 research overview (PDF fetched): adapting teaching in a responsive way, for example by providing focused support to those not making progress, is likely to improve outcomes. That is the inspectorate's 2019 line, not a trial of this teacher's boards. From 10 November 2025 the school inspection toolkit grades inclusion as its own area, so date the 2019 paper when you quote it.	"Students didn't get something on MWBs, so I changed my explanation" @gazz567 · 27 Aug 2025 · UK
Gaps on the board, do not move on ● reported practice	Treat a wrong or empty mini-whiteboard as a stop, not a note to self. Reteach before new content.	The lesson pauses. The next slide does not appear. The class hears the idea again.	EEF five-a-day (fetched): explicit instruction uses questioning to check who is ready for independence. Gary Aubin's five-a-day blog (fetched, 24 Jun 2024) names a temporary flexible group to reteach, clarify vocabulary or address a misconception. This post is one teacher's stop rule, not a trial.	"If a MWB response shows gaps, I don't just move on" @MistypeaTam · 27 Aug 2025 · UK
One shared task, then scaffold ● practitioner claim	Keep one task. Add prompts and adjust the challenge so most of the class can start it. Do not write a second worksheet for a second group.	One task on the board. Extra support on some desks. Questioning that tightens or stretches in the room.	EEF five-a-day on scaffolding (fetched): temporary verbal, visual or written support, removed when it is no longer required. Eaton's EEF guest blog, 19 Oct 2022 (fetched), quoting NASEN: providing three levels of task with different worksheets would not be appropriate. The EEF's ECF evidence blog (fetched, 9 Jul 2021) says the same: not separate tasks or alternative content. ITTECF training from September 2025 adds more adaptive-teaching content; the 2021 wording is what Eaton cited.	"We can instead scaffold to enable a single task to be accessible by all/most." @slbsamantha · 17 Feb 2026 · UK
A continuum of questions, not a ceiling ● practitioner claim	In primary maths, give everyone questions that start scaffolded and grow in complexity. Do not reserve reasoning for one group.	One sequence on the page. Early items have more structure. Later items drop it. Nobody is handed a permanently easier sheet.	Ofsted 2019 (PDF fetched) distinguishes responsive adaptation from distinct tasks and lower expectations. EEF scaffolding (fetched) is a fade, not a second curriculum. This is one teacher's rule of thumb, not a trial of a named scheme.	"Adaptation = a continuum of questions for all that begin scaffolded and grow in complexity." @watson_malcolm · 21 Feb 2026 · UK
Adaptive teaching, still three tasks ● reported practice	The school CPD slide now says adaptive teaching. The lesson still offers three versions of the work.	New label, old three piles. The teacher names this as an Ofsted chase, not a change in the room.	Eaton (EEF, 19 Oct 2022, fetched) already warned that proving differentiation with extra worksheets is the trap the rename was meant to leave. Ofsted 2019 (PDF fetched) said in-class differentiated activities and resources have generally not been shown to have much impact. A rename is not a trial.	"Focus has now become adaptive teaching (but still three tasks)" @Sci_Hypothesis · 13 Jan 2026 · UK

ROUTINE	TEACHER MOVE	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS	REPORTED BY
Same writing task, different scaffolds ● reported practice	US, grade 3. Data-based groups, one writing task, scaffolds that match the group, two adults circulating.	Shared books, not three prompts. Co-teaching. The photograph from the walkthrough is not republished here.	EEF five-a-day on flexible grouping (fetched): form a group for a shared need, then disband it. The US listen flags this Baltimore post as a walkthrough, not an outcome. CAST (Hall, Vue, Strangman and Meyer, page fetched 5 Dec 2024, 2014 update) treats UDL and differentiated instruction as overlapping, not replacements.	“Students were in data-based groups with the same task, but appropriate scaffolds, writing their hearts out.” @kathrynmeath · 14 Jan 2026 · US
Exit tickets as an admin show ● objection	US, grade 4. Mini whiteboards in the lesson. Exit tickets filled because leadership wants them, then ignored when planning tomorrow.	Boards used live. A slip in a folder that does not change the next hour. The teacher says so.	The objection is the finding. EEF, 7 Jan 2026 (fetched), on adaptive teaching in practice: gather evidence from the whole class, then adapt support or extend. An exit ticket that never changes tomorrow is display, not that loop. A second US teacher in the same window sorts the next day into reteach, review and explore; the replies disagree about whether the slip is useful.	“Mini whiteboards (4th grade). I find that I don't adjust my instruction based on exit tickets and only use them for dog & pony shows for admin.” @thsuburbanmommy · 25 Jul 2026 · US
Reteach, review, explore ● reported practice	US. Sort yesterday's exit tickets into three groups for the next day: reteach, review, explore.	Tomorrow's seating or carousel changes. The same check is not filed and forgotten.	EEF flexible grouping (fetched) and Aubin (fetched, 24 Jun 2024): a temporary group to reteach, then gone. One teacher “playing around” with the split. Not a trial, and not the UK phrase adaptive teaching.	“I have been playing around with exit tickets to group everyone into 3 groups for the next day. Reteach, Review, Explore.” @csstone1161 · 20 Feb 2026 · US
Watering up, not watering down ● reported practice	US staff PD. Teachers read classroom scenarios and judge whether the scaffold waters the task up or waters it down.	A staff slide, not a learner sheet. The photographed slide is not republished. The next day's lessons are unverified.	EEF inclusive-teaching page on adaptations (fetched, published 5 Jul 2026): oversimplifying tasks in ways that reduce thinking can hinder learning, and you must monitor impact rather than assume a gain. Watering down is that risk. Not a trial of this PD.	“Teachers are collaborating and reading scenarios to determine if the examples are watered down or a watered up scaffold.” @JGarnerEdD · 26 Aug 2026 · US
What was not found. UK listen, 33 posts, 29 searches, and US listen, 33 posts, 41 searches, 17 Sep 2024 to 17 Sep 2026: no teacher saying they dropped three worksheets for one scaffolded task; no observation feedback form that names adaptive teaching; no SENCO saying adaptive teaching is not a bottom set; no post that names Year 4, Year 5 or Year 6 in the body (only bios); no sixth-form classroom practice beyond one A Level RE teach-meet post that was not in the evidence list; no US classroom using the phrase adaptive teaching (the hits were UK accounts); no proud photo of three versions of a worksheet; no US must-do / may-do or choice board as differentiation in this listen.				

Every quote is verbatim from a named account, checked against X's syndication endpoint on 17 September 2026. A tweet is a claim. Country stays on the row. Nothing here is a trial of the routine. Photographs linked from posts are not republished.