

What it looks like in practice

Eight 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 named paper or a fetched page, not the post. UK and US stay on the row. The live article already lists fifteen strategies and the four dimensions; these rows add the live fight over one task versus three, and the US choice-board and WIN-time moves.

ROUTINE	TEACHER MOVE	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS	REPORTED BY
One ambitious task, then scaffold up ● reported practice	Teach the same destination to the whole class. Add a model, a word bank or a worked example for those who need it, then fade it. The same teacher calls it easier said than done.	One task on the board. Extra support on some desks, not a second worksheet. A science teacher names this as easier said than done.	EEF five-a-day (fetched): scaffolding is temporary verbal, visual or written support, removed when it is no longer required. Ofsted's 2019 research overview: in-class differentiated activities and resources have generally not been shown to have much impact. Not a trial of "teach to the top".	"Teach to the top of the class and then give scaffolding and assistance to the lower performers to get them as close to the top as you can." @servusChristi_1 · 9 Jun 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. A head of science reports this as an Ofsted chase, not a change in the room.	EEF guest blog, Eaton, 19 Oct 2022 (fetched), quoting NASEN: three levels of task with different worksheets would not be appropriate. The 2019 Ofsted line still sits behind that. A rename is not a trial.	"Focus has now become adaptive teaching (but still three tasks)" @Sci_Hypothesis · 13 Jan 2026 · UK
SENCO keeps both words ● practitioner claim	Call environment changes adaptations (a fidget, a seat). Call learning changes differentiation (a simplified task, TA support).	Two lists on a staff slide. The SEND route still changes the task, not only the tool.	EEF five-a-day still names scaffolding and flexible grouping as daily habits, not a second curriculum. The split is this SENCO's claim, not a trial. EEF TA guidance is now the March 2025 edition with five recommendations, not the 2021 seven.	"Adaptions - environmental adjustments eg fidgets, learning breaks, concrete resources Differentiation - learning adjustments eg simplified tasks, rafting, TA support" @damechatprrr · 10 May 2026 · UK
Same destination, different support ● practitioner claim	Hold the curriculum bar. Change the support when a check shows it is needed. Do not write a second task for a second group.	Everyone aiming at the same outcome. Support appears and disappears in the lesson, not on three printed sheets.	EEF five-a-day on flexible grouping (fetched): form a group for a shared need, then disband it. Smale-Jacobse et al. (2019, fetched): too few high-quality secondary studies, and "differentiated instruction" covered grouping, tiering and mastery. Not a trial of this slogan.	"Same destination. Different support when needed." @dnleslie · 10 Jul 2026 · UK
Choice board Friday ● reported practice	US grade 4. One objective, several products: grammar video, cursive, audio book, essay. Learners pick a product, not a readiness tier.	A menu of ways to show the same knowledge. The photographed boards are not used here.	Hall, Vue, Strangman and Meyer (CAST page fetched, 2014 update still hosted): UDL offers flexible ways to show knowledge. One Ohio classroom, not a trial. "Learning menus" as a live UK classroom phrase was not found in this listen.	"Choice Board Friday! 4th graders have many choices. Grammar videos, cursive writing, audio books on USA symbols and writing essays/stories." @MrsSternberg · 22 Nov 2025 · US
WIN time, then regroup ● reported practice	US elementary. A "What I Need" slot. Small groups built from recent checks, then the rest of the class works independently.	A teacher table plus stations, not three full lessons. Group lists change.	EEF flexible grouping (fetched): groups for a purpose, then gone. Deunk et al. (2018, fetched): homogeneous grouping had a small negative effect for low-attaining learners (d = -0.195); computer systems and broader programmes were the positive cells. Not a trial of WIN time, and not a trial of i-Ready.	"During WIN time, students engaged in small group instruction with their 4th grade math teacher. Our teachers use flexible grouping to meet every learner's needs" @SmothermonElem · 7 Apr 2026 · US

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Three lesson plans, so teach the middle ● objection	The walkthrough asks for differentiation. The teacher hears that as three simultaneous plans plus IEP accommodations, and aims at the middle instead.	One pitch for everyone. Challenge and access both thin. A 3rd grade reply names five small-group classes per subject as impossible.	The objection is workload, which Eaton (2022, fetched) already names as the worksheet trap. Ofsted 2019 is the policy source for “unnecessarily elaborate” approaches, not a 2026 trial. Replies in the US listen disagree about grouping; that disagreement is the finding.	“Teachers end up teaching to the middle because creating three different lesson plans for simultaneous delivery (plus all IEP accommodations) is impossible.” @educatedandfree · 21 May 2026 · US
Drop task versions, keep the extremes ● practitioner claim	A retired KS2 teacher stops writing a different task for every band, and keeps a change only when the gap is extreme.	One core task most days. A changed task only for the learners who cannot start, or who have already finished the thinking.	Deunk et al. (2018): overall small positive (d = +0.146), and the positive cells were computer systems or a broader programme, not extra worksheets. Ofsted 2019 matches the warning. One teacher’s rule of thumb, not a trial.	“Differentiation by task is a waste of time - apart from the extremes.” @SmallSchool_KS2 · 15 May 2025 · UK
What was not found. UK listen, 43 posts, and US listen, 40 posts, 17 Sep 2024 to 17 Sep 2026: no current UK classroom using “all, most, some” or “must, should, could”; no UK “low floor, high ceiling” as a pedagogy phrase; no named department that banned differentiated worksheets (only a parody SLT joke); no Year 8 named on a differentiation post (Y7 English, KS3 maths and KS3 mixed-ability policy were named instead); no photocopied bronze, silver, gold sheets; no US high-school science teacher describing a tiered lab; no current US classroom using must-do / may-do or tic-tac-toe as a menu.				

Every quote is verbatim from a named account. A tweet is a claim. Country stays on the row. The EEF TA guidance cited above is the 26 March 2025 edition (five recommendations). Nothing here is a trial of the routine. The chilli-challenge hall board is shown as an X embed in the harvest block, not copied.