Adaptive teaching in five moves

An authored planning aid for teachers. Plan, Notice, Interpret, Adjust and Recheck are not a fixed official model or a validated programme.

1 Plan

Name the intended learning and decide what response would help you see it. Plan access and agreed support before the lesson.

Authored planning prompt; [D].

2 Notice

Collect responses from the class, including learners whose thinking is easy to miss. Read the explanation as well as the answer.

Wilson describes checks such as mini whiteboards and discussion [A].

3 Interpret

Ask what a response might mean before deciding what to change. A wrong answer is a reason to investigate, not a diagnosis.

Authored interpretation prompt; changing needs are discussed in [E].

4 Adjust

Consider the EEF options: many misunderstand, so pause and fix; some are unsure, so adapt support; most understand, so extend and support.

These are possible responses, not numerical thresholds or a script [B].

5 Recheck

Look again after the change. Carry what you noticed into a later independent check or the next lesson's starter.

Wilson links in-lesson and between-lesson adaptation [A].

Keep the limits visible

Adaptations can help or hinder. The EEF warns that oversimplifying a task can remove the thinking [D]. Review agreed support and monitor the consequence of a change. These sources do not establish an attainment effect for this five-move aid.

Sources and reading limits

[A] Wilson, R. (29 April 2026). Adaptive Teaching: Getting the Most from the Moment and What Comes Next. Norfolk Research School. https://researchschool.org.uk/norfolk/news/adaptive-teaching-getting-the-most-from-the-moment-and-what-comes-next

[B] Settle, C. (23 February 2026). Checking for understanding that leads to action: adaptive teaching. EEF. https://educationendowmentfoundation.org.uk/news/checking-for-understanding-that-leads-to-action-adaptive-teaching

[D] EEF (6 July 2026). The EEF Guide to Inclusive Teaching: Adaptations and additional support. https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/adaptations-additional-support

[E] Settle, C. (21 September 2026). Seeing the learner: the starting point for inclusive teaching. EEF. https://educationendowmentfoundation.org.uk/news/seeing-the-learner-inclusive-teaching