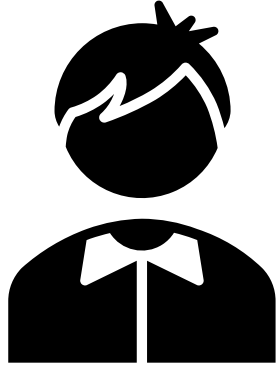


Comparing Differentiation with Adaptive Teaching

Cheryl Williams-Corcoran

Two children in the same class



Child A

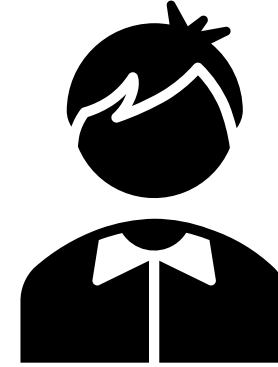
Starts learning with strong foundations of knowledge.

Is knowledge rich.

Processes information quickly.

Has strong executive functioning skills.

Emotionally stable.



Child B

Starts learning with weak foundations of knowledge.

Is knowledge poor.

Processes information slowly.

Impaired executive functioning skills (ACEs).

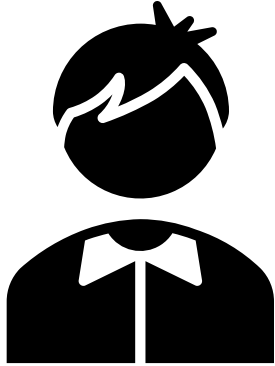
Struggles to plan & organise.

Requires more opportunities to practise & embed knowledge to LTM.

Prone to emotional outbursts, can dysregulate quickly.

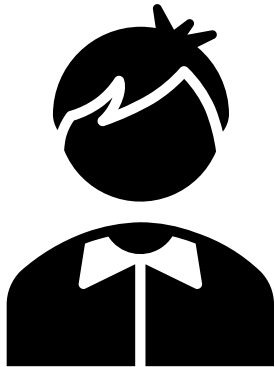
Term 1: A new unit or module

Child A



Absorbs all the new information easily.
Completes all the tasks.
Lessons move at the pace Child A is able to work at.
Is always in lessons and has no days off school.
Learns all the intended knowledge and skills of each new unit/module.

Child B

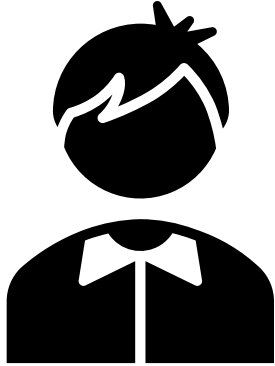


Absorbs partial amounts of all the new information.
Work is differentiated - completes the easiest tasks in each new unit.
Lessons move on and no additional time to practise.
Is removed from lessons and has days off school.
Learns partial amounts of the intended knowledge and skills.

Creates a
Knowledge
Gap

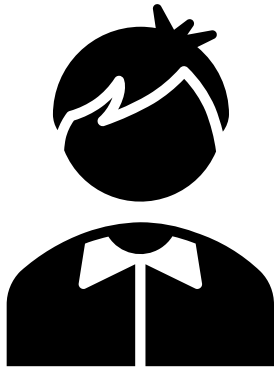
Term 2: A new unit or module

Child A



Is given all the tasks.
Learns all the intended knowledge and skills.
Lessons move at the pace Child A absorbs the intended knowledge and skills.

Child B



Work is differentiated - completes the easiest tasks in each new unit.

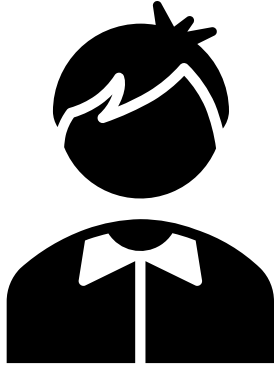
Learns partial amounts of the intended knowledge and skills.

No additional time to practise and embed.

Creates a Knowledge Gap

Term 3: A new unit or module

Child A

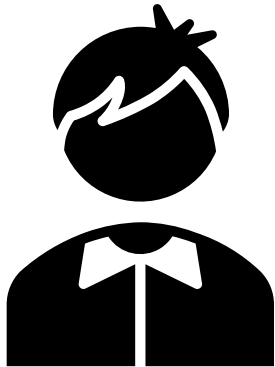


Is given all the tasks.

Learns all the intended knowledge and skills.

Lessons move at the pace Child A absorbs all the intended knowledge and skills.

Child B



Work is differentiated - completes the easiest tasks in each new unit.

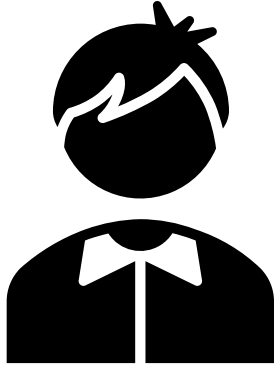
Learns partial amounts of the intended knowledge and skills.

No additional time to practise and embed.

Creates a
Knowledge Gap

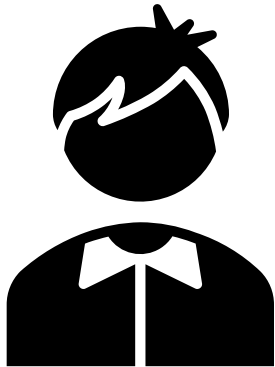
Outcomes of Differentiation

Child A



Learns all the intended knowledge & skills of each new unit/module

Child B



Learns partial amounts of all the intended knowledge & skills of each new unit/module

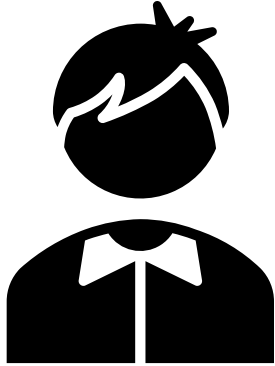
Has big gaps
Cumulative
Dysfluency

What would an adaptive teacher do?

1. Allow Child A to learn all the intended knowledge and skills.
2. Allow Child B to learn all the intended knowledge and skills.
3. Adaptive teaching may resemble differentiation as Child A and Child B may be working on different tasks simultaneously. However, AT ensure Child B follows the exact same learning journey as Child A, learning is not capped and differentiated to the easiest tasks of each new unit.
4. Adaptive teachers find out what knowledge the child is missing which prevents the child accessing a more complex task and replaces the knowledge brick.

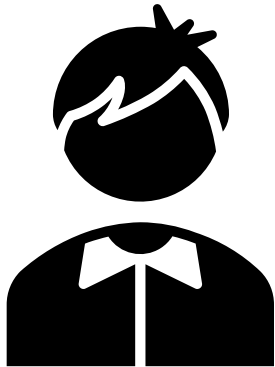
Outcomes of Adaptive Teaching

Child A



Learns all the intended knowledge & skills

Child B



Learns all the intended knowledge & skills

School Inspection Handbook

Sequence that content in a logical progression, systematically and explicitly, for ALL pupils to acquire the intended knowledge and skills.

School Inspection Handbook, 235.