



# Adaptive Teaching in EYFS





**01 DAILY REVIEW**

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Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.



# Daily Review in EYFS...

# Small Steps...

## 02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.



**03 ASK QUESTIONS**



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

# Ask Questions...





# QUALITY INTERACTIONS



**1**

**NAMING**  
 Find one like this  
 What can you see?  
 What is it?  
 Say this...  
 What did you hear?  
 What did you do?

**2**

**DESCRIBING**  
 What happened?  
 What shape is it?  
 What size is it?  
 What colour is it?  
 Where is it?

## BLANK LEVEL QUESTIONS

**3**

**IDENTIFY**  
 How are these the same?  
 Tell me something else you could use...  
 Tell me a story...  
 Find me one to use with this...  
 Tell me the beginning middle...end...

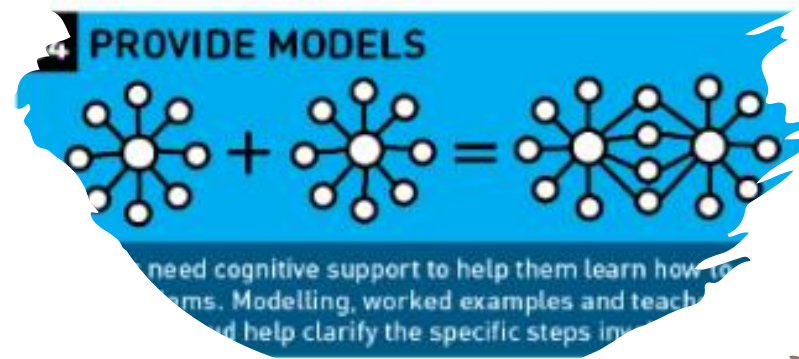
**4**

**PREDICTING**  
 What will happen if...?  
 Why?  
 What could you do?  
 How can we tell...?  
 What should we use that?  
 Why is ... made of ...?



1. Ask a question.
2. Wait 10 seconds for a response.
3. Repeat the same question.
4. Wait another 10 seconds.
5. Ask a rephrased question.

Role of the Adult...  
Modelling Learning  
Through Play and  
Modelling Thinking...



# Child-Led Learning...

- Playing with prior knowledge
- Building up serve-and-return interactions during play, taken from the child “serving” first, is an excellent way to assess and build on prior knowledge
- For example, a child who likes to play with the trains initiates a serve by naming a type of engine or part of the train set. The adult then returns to confirm that knowledge and offers a further piece of knowledge to build on it: “These are the buffers, what do you think they might do?”
- The teacher corrects any misconceptions and teaches new knowledge, and co-construction of learning happens as they play. Serve and return shapes brain architecture by developing the important neural pathways that make links to develop knowledge and make it stick. Ensure all staff are upskilled to know and deliver this.



# Guiding/ Deliberate Practice...

## 05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

### Small-group activities

The key here is to be really clear on what we want children to learn from these activities, or periods of planned sustained shared thinking, but at the same time listening carefully to what they know already and asking questions to help them make links with prior learning.



## 06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?"  
No questions are taken to mean no problems. False.  
By contrast, more successful teachers check on all students.

# Check Pupil's Understanding



- Observations...continual!
- Role of the Adult
- Gathering Data...
- Assessment for Learning...
- Impact on planning...

Are our brains  
growing?

Celebrate  
mistakes!

## 07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.



# Adult/Peer Interactions...

Adult direction also includes those wonderful and plentiful interactions that should be happening as part of child-led learning through play. The lines are blurred and there is often no visible demarcation of where knowledge is built.



We are vocalising our thought process, encouraging them to think about the effects of their actions.



## 08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

## 09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

# Weekly and Monthly Review...



**10 WEEKLY & MONTHLY REVIEW**

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

## Working Walls, Enabling Environment...

**A teacher's job is to teach. Yes, the pedagogy may look a little different in Reception to Year 6, but, ultimately, the aim is the same...**

