

Spotlight on..... How we Teach at KLB

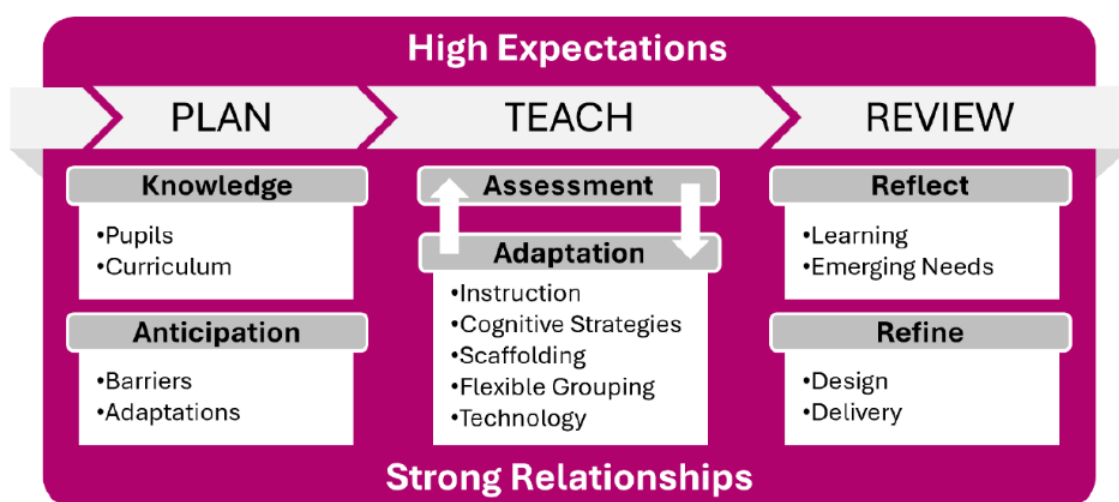
Context

Our KLB teaching principles are evidence-informed and shared with pupils so that they develop an understanding of how they learn. Teachers use their professional judgement to determine when and how these approaches are most effective for their pupils and context. Our approach to teaching is flexible and responsive; we call this [Adaptive Teaching](#). We are committed to strong classroom practice at KLB, so that every pupil, regardless of their starting point, is supported to make good progress.

Our approach

We believe that Adaptive Teaching is key to achieving inclusion. Teachers have high expectations for all pupils and strive to:

- Utilise their pupil and curriculum knowledge to anticipate barriers when planning lessons
- Responsively assess and adapt to meet student needs during teaching
- Review students' learning and emerging needs to inform future lessons



Adaptive Teaching involves:

- **Explicit instruction:** Clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
- **Cognitive and metacognitive strategies:** We are aware of the importance of managing cognitive load. Students have opportunities to plan, monitor and evaluate their own learning.
- **Scaffolding:** When students are working on a written task, teachers may for example provide a writing frame, vocabulary lists or partially completed examples.
- **Flexible grouping:** Groups are often allocated based on current level of mastery.
- **Using technology:** All our classrooms have visualisers. Teachers use these to scaffold, model worked examples, and to live mark students' work.

Relational Practice underpins this framework, supporting strong relationships and calm, purposeful classrooms. Teachers have established consistent and predictable routines throughout lessons, including the KLB Start, movement around the classroom and during practical activities, and the KLB End to lessons. This approach is supported by research from the [Educational Endowment Foundation](#) (EEF) which advocates a [universal approach](#) to teaching through its [Five-a-Day recommendations](#). The evidence highlights that strategies designed to support pupils with SEND are effective for all learners. In other words, **what works well for our SEND students can work well for everyone.**