

Arthur Bugler
Primary School



P (Primary)
A (Adaptive) C (Creative) E (Engaging)
Framework

Signed:

Chair of Governors

Signed:

Headteacher

Date: September 2025

Next Review: July 2026

Our Teaching, Learning and Assessment framework, is rooted in Rosenshine's principles of instruction and holds our co-operative values at its heart as we endeavour to foster a learning environment dedicated to nurturing the holistic development of our students.

The rationale behind this working document is to provide practical teaching tools drawn from evidence-based pedagogical approaches. Being **Adaptive, Creative and Engaging** in our classroom practice, ensures that our school is an inclusive school which removes barriers from learning and participation so that each student can reach their potential.

This PACE framework aims to meet the teaching standards through strategies that can be associated with the above strands of teaching; **Adaptive, Creative, Engaging**.

Simply put, if students have the lesson **adapted** to their needs and it is **creative**, they will **engage**, and by engaging, progress can be made by all.

Our commitment to delivering the PACE framework by fostering a growth mindset, ensures that all pupils make good progress and flourish academically and personally, leading to improved well-being and aspirational achievements. By embracing these principles, we will create a learning environment where every stakeholder is proud of our school's dedication to excellence and pupil success.

September 2025

ADAPTIVE

What is adaptive teaching?

Adaptive teaching means teachers adjust their teaching and learning experiences to meet the unique needs and abilities of individual learners, ensuring personalised and effective education through high quality teaching.

Adaptive lessons should cater for each student's strengths and areas for development, leading to greater engagement and motivation, helping to foster a sense of achievement and ultimately, greater student outcomes.

Each learner should be guided to the objective of the lesson, without the content being diluted or simplified.

Guidance and support should be in place to help all students achieve the same goal.

What adaptive teaching is NOT

Some **non-examples** of adaptive teaching:

- Using differentiated learning objectives encouraging opt out or capping expectations.
- Using different worksheets based on student prior attainment.
- Creating different tasks based upon a student's minimum expected grade.
- Having tokenistic, bolt on or labelled "challenge" tasks
- Presenting information to students in their preferred learning style

Adaptive – Know the students strategy

Assessment Data - Ensure you know the students minimum expected grade and reading age. Use this information to ensure students are challenged and your lesson is adapted appropriately.

SEND Know who the E and K support students are in your class and their category of need. Know strategies to support individual send needs and what helps to reduce their barrier(s) to learning.

PPG Know the students and their barriers. Plan for how best to support these students.

EAL Use resources e.g. from the Bell Foundation to adapt lessons for your EAL learners.

Prior knowledge Assess prior knowledge before teaching new content. Don't tell students initially, quiz them and encourage them to try and recall it. Re-teach if needed.

More adaptive teaching, less 'differentiation'?

More...	Less...
Scaffolds for pupils to access challenging whole-group tasks	Differentiated tasks e.g., different worksheets for different sub-groups
High expectations of outcomes for all pupils with modelling, worked examples and scaffolds to support	'All/Most/Some' learning outcomes
Scaffolded homework (that doesn't require significant parent support)	'Chilli challenge' type open choice homework
Teaching with multiple representations in mind	Teaching based on pupils' 'Learning Style'
Pupils are given additional tasks based on diagnostic assessment & high expectations	Pupils are given additional tasks/sessions based on their target grades

ADAPTIVE TEACHING - What this looks like in the classroom at Arthur Bugler Primary School

Ensure challenge and success for all – EEF Five a day principal

High quality teaching benefits pupils with SEND
The 'Five-a-day' principle

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. The specific approaches, the 'Five-a-day' interventions, are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

- 1 Explicit instruction**
Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding; this is then followed by guided practice, before independent practice.
- 2 Cognitive and metacognitive strategies**
Bringing together what is learnt in one context so it can be transferred into another (long-term memory). Provides opportunities for students to plan, monitor and evaluate their own learning.
- 3 Scaffolding**
When students are working on a similar task, provide a supportive task or resource such as a writing frame or a partially completed sentence, with the intention of support at this level throughout the course of the lesson, week or term.
- 4 Flexible grouping**
Use mixed groups dynamically, based on current need or mastery. This could be exemplified by a group that comes together to get some additional quality feedback before or after their lesson to prepare for the next class.
- 5 Using technology**
Technology can be used by a teacher to create mixed-ability, mixed-abilities or mixed-ability groups to help them to learn to practice with support. This strategy may be used to help students to learn together to plan, monitor and evaluate their own learning.

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Explicit Instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding; this is then followed by guided practice, before independent practice.

The preferred approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples of explicit instruction to be used in the Arthur Bugler classrooms could include:

- teaching skills and concepts in small steps
- using examples and non-examples
- using clear and unambiguous language
- anticipating and planning for common misconceptions
- highlighting essential content and removing distracting information
- regular checks for understanding - quizzes, mini-whiteboards

Rosenshine's 10 Principles of Instruction

1. Review learning at the start.
2. Present new material in small steps.
3. Ask lots of good questions.
4. Provide models and worked examples.
5. Practise using the new materials.
6. Check for understanding.
7. Obtain a high success rate.
8. Provide scaffolding and support.
9. Encourage independent practice.
10. Weekly and monthly review.

Cognitive and Metacognitive strategies



Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

Examples of strategies to be used in the Arthur Bugler classrooms:

- Model your own thinking aloud
- Reduce clutter on PowerPoints
- Create questions that prompt reflective thinking
- Retrieval practice strategies (eg. Spend a buck, Quiz quiz trade, Spoof assessments)
- Spacing your learning (review at intervals through the year)
- Reading out loud
- Dual coding pictures & words (widget/colourful semantics)
- Teaching other students (Rally coach or pilot navigator)

Scaffolding

'Scaffolding is key. Children being expected to work independently before they are given the knowledge will not work. They need to be shown how to be independent learners. A student cannot research a topic they have no knowledge of. (Marc Rowland)

Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

Examples to be used in the Arthur Bugler classrooms could include:

- A list of the steps a pupil needs to take
- Model examples of work – use a visualiser/screen share with an iPad or provide clear models on the board
- Images that support vocabulary learning (widget)– explicit teaching of vocabulary

Verbal Scaffolds

Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions, consider:

- **“Let’s look at this together...”**
- **“What have you done before, that will help you with this task?”**
- **“Don’t forget, your work needs to include...”**
- **Sentence stems**
- **Explicit Reading strategies**



Written scaffolds will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.

Examples which could be used in Arthur Bugler classrooms include:


- A word bank (widget used with visuals prompts)
- A writing frame
- Colourful semantics
- Sentence starters



Flexible Grouping

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Flexible grouping



...group pupils in a way that reduces stigma, ensuring such groups are based on the relative difficulty of curriculum content, rather than being fixed and inflexible?

...promote peer tutoring, placing my pupils in groups in which they learn from one another?

What can flexible grouping look like in practice?

Within the Arthur Bugler classroom, this could mean:

- Setting up opportunities for collaborative learning across a heterogenous group, for example pupils with a range of attainment levels.
- Grouping pupils together where they all need additional instruction to carry out a skill, remember a fact or understand a concept.
- Setting up opportunities for collaborative learning across a heterogenous group, for example pupils with a range of attainment levels.
- Using split inputs to set up different activities

Digital Technology



At Arthur Bugler we need to be clear and consider our rationale for how the use of digital technology will improve and enhance learning.

Examples of effective use of technology at Arthur Bugler could include:

- Explicit explanations
- Modelling and simulations such as in STEM subjects
- Enrichment – exploration outside of the classroom
- Student Practice
- Assessment and feedback (Ark maths pre and post assessments)
- Low stake quizzes (Blooklet/Kahoot)

Teach to the Top: pitching it up and scaffolding up



- **Direct** instructions
- **Planned** questions – inquiry based
- **High expectations**
- Strong **relationships** – know your students interests
- Acceleration through **depth**, not speed; there is always another level of challenge
- **Graphically model connections** between concepts
- **Rigour**: details, accuracy, recall, extended verbal answers, grammar,
- **Teach academic language** and explain the importance of code-switching (the difference between written and spoken language)
- **Eliminate** soft, **simplistic** activities: the easy gap fill; wordsearch ...

Feedback: the gathering and giving: to shape learning and promote progress

VERBAL – VISUAL – WRITTEN

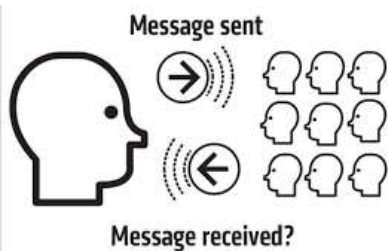


- Live marking and student reflection in coloured pens that reflect the marking policy.

- When giving feedback it; models the corrections, adjustments for improvement to meet the lesson success criteria or are enabling progressing
- Give feedback in the 'teachable moment'
- Peer-feedback: should be guided until a culture of peer-feedback in your class is established and should be against a set of shared success criteria
- Prompts, checklists, guiding questions or sentence openers can be used to help students provide constructive feedback which does not affect another students' self-esteem.
- Visualisers (or screen sharing) for modeling giving feedback against an agreed success criteria
- Partner talk; mini whiteboards; quizzing through booklet or microsoft forms
- Give feedback when answers are correct as well as incorrect.

Questioning: An interactive, dynamic and responsive process

- Use a high volume of purposeful questions to probe understanding and deepen thinking.
- Encourage pupils to explain their reasoning and articulate what they have learned.
- Involve all learners by checking the responses of the whole class, not just a few.
- Provide timely, specific feedback and address misconceptions to support progress.



Strategies for questioning:

- Cold calling
- Say it again, better
- Think – pair – share
- Whole-class response (whiteboards, fans, show me tasks)
- Pose, pause, pounce and bounce
- **Odd One Out-** Present three related scientific items or ideas and ask, *Which is the odd one out? Why?* This encourages comparison and explanation of scientific concepts.
- **Two Truths and a Lie**
Give pupils three statements (two true, one false) about a scientific idea. Ask them to identify the lie and explain their reasoning.
- **What If...? Questions**
Pose hypothetical questions, e.g. *What if gravity stopped working for one hour?* These encourage creative thinking grounded in scientific understanding.
- **Always, Sometimes, Never**
Ask pupils to decide whether a scientific statement is always, sometimes or never true and justify their answer. Helps address misconceptions.
- **Statement Sort**
Provide a range of statements and ask pupils to sort them into categories (true/false, fact/opinion, evidence-based/myth) to encourage discussion and reasoning.

So, you'd see most of these in every lesson at Arthur Bugler:

1. Lessons start with some form of **recall of prior learning** – e.g. do now activities
2. Lessons build on prior knowledge
2. Lessons introduce **new learning** with **practice/application** after each part.
3. **Teachers check** on how students are getting on and pick up on any misconceptions. – **use of success criteria** and **live marking, verbal feedback, whole class** feedback
4. Give students **models** and **scaffolds**. – effective **use of visualiser**
5. Regular review how they are doing. – encourage **guided reflections**
6. Encourage classroom discussion

CREATIVE (and Innovative)

What is Creative teaching?

'Creativity is simply connecting new dots in new ways' (Sam Horn)

The World Economic Forum Future Jobs Report of 2020 has suggested fifteen skills that will be most needed between now and 2025. At least 10 of these are direct outputs of developing independent learners through creativity such as:

- Analytical thinking and innovation.
- Complex problem-solving.
- Creativity, originality and initiative.
- Resilience, stress tolerance and flexibility.
- Reasoning, problem-solving and ideation.

At its heart, teaching for creativity is a way of teaching that encourages metacognition, helping learners understand and take charge of how they learn.

CREATIVE TEACHING - What this looks like in the classroom at Arthur Bugler Primary School

Creativity is nurtured through self-help and self-responsibility

Be playful with style and pace

- Teachers adopt a playful approach to style and pace, using variety to keep pupils engaged and thinking flexibly.
- Pupils are given tasks with varied time constraints – some require quick thinking and adaptability, while others allow for deeper reflection and considered decision-making.
- Movement breaks and sensory circuits are used strategically to support focus, energy levels and lesson flow.

Generate pupil's imagination

- Develop pupil's imagination by **asking open questions** that **encourage dialogue and exploration**. This approach **helps pupil's to develop deeper transferable thinking**.
- **Start a lesson** with a provocation or with a series of intriguing questions (Hook). Exploring issues from **different perspectives** and **experimenting with thoughts and options** stimulates imagination, often referred to as 'possibility thinking', and can be a useful approach to warm up creative thinking skills.

Make time for exploration and imagination

- Exploration through play is free of constraints and encourages pupils to generate new ideas within a safe environment. This makes them more malleable to learning, helps them to experiment in their thinking and increases motivation and engagement.

Critical thinking is planned for in lessons.

- Strengthen pupils' critical thinking by presenting **open-ended problems** that have more than one possible answer. Encourage investigation and exploration to help pupils analyse, reason and justify their ideas.
- Connect learning to **real-world situations** to deepen understanding and make thinking purposeful.
- Use strategies such as "Here's the answer, what is the question?", big question assemblies and class debates to promote curiosity, challenge assumptions and develop pupils' ability to think flexibly and critically

Foster a growth mindset

- Encourage pupils to see mistakes as learning opportunities and effort as the **path to progress**. Use language that celebrates perseverance, risk-taking and resilience.
- Model and discuss the value of "**yet**" for example, "I can't do this yet" to help pupils reframe challenges as part of the learning journey.
- Create a classroom culture where challenge is welcomed and pupils are **praised for trying hard**, not just for getting things right. Use reflection, goal setting and self-assessment to help children recognise their own growth over time.

So, you'd see this in (just about) every lesson at Arthur Bugler Primary School:

- To empower students to be intellectually **curious, confident, and communicative**:
- To foster learning environments which inspire hungry minds; where **thinking deeply** and **problem-solving** become **habit**
- Making **links** and exploring **patterns**
- Setting up lessons which cause students to ask and investigate '**why**'?
- To model to students how to **ask better questions**
- To be **resilient** by continuing to take risks

ENGAGING

What is ENGAGING teaching?

Engaging – capture the interest of all students by building a climate focused on active learning:

- Embedded school routines which promote positive learning behaviours and self-responsibility.
- Positive climate and relationships for learning.

ENGAGING TEACHING - What this looks like in the classroom at Arthur Bugler School

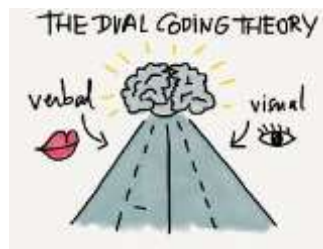
An engaging classroom fosters intrinsic motivation, where pupils are guided to take ownership of their learning.

- The focus remains firmly on learning, with high expectations for every child, regardless of starting point.
- All pupils are actively involved for the majority of the lesson, contributing ideas, exploring concepts and thinking deeply.
- The classroom becomes a space where curiosity is encouraged, thinking is valued and scholarship is celebrated.

Build positive relationships

- Build strong, trusting relationships by taking a US (Understanding and Supporting behaviour) approach, focusing on connection before correction.
- Use circle times/class meetings to listen with genuine interest, giving children a safe space to express themselves and feel heard.
- Engage meaningfully with pupils throughout the day, showing that they are known, valued and respected.
- Praise linked to cooperative values.

Design resources to reduce cognitive load and promote engagement.



- Design resources to reduce cognitive load and boost engagement
- Keep slides simple, with minimal content and a consistent colour scheme.
- Use clear visuals with integrated labels and arrows to show connections.
- Avoid distracting transitions, backgrounds or unrelated images.
- Use icons to show what is expected and present key points one at a time.
- Don't read text from the slide – instead, explain images directly and blank the screen when speaking to keep focus on you.

Foster curiosity and wonder

- Spark pupils' curiosity through rich, varied experiences such as artefacts, visitors, school trips, WOW days (linked to cornerstones) and themed dress-up events.
- Use engaging displays, open-ended questions and competitions to encourage exploration and deeper thinking.
- Whole school events like assemblies and TT Rockstars build shared excitement and motivation for learning beyond the classroom.
- Where possible, children's interests are fostered and planning is tailored to include these.

Establish a purposeful learning environment

- Maintain a calm and focused atmosphere through a clear, consistent system of classroom expectations, aligned with the school's behaviour policy.
- Items and resources are labelled (with visuals if useful)
- Use working walls to support learning, showcasing key vocabulary (Star Words), examples of excellent work (WAGOLLs), and pupils' own contributions to celebrate progress and provide reference points.
- These strategies help create a supportive, structured environment where all pupils can thrive.

So, you'd see these in almost every lesson at Arthur Bugler Primary school

- Relationships are built to allow for students to engage in lessons.
- Digital resources are used deliberately to foster curiosity and creativity to promote deep thought
- Teacher presentations avoid cognitive overload to avoid disengagement – link to Dual coding
- High quality classroom talk between children and adults.
- Calm and purposeful learning environments

