

Bolton English Hub

Wednesday 19th March 2025

1:30 - 4:00pm

1. Welcomes and Introductions

WELCOME BACK!

Hub	Hub Lead	Time	Autumn Term		Spring Term		Summer Term
English	St Joseph's RC High School	1.30 – 4pm	25th September	13 th November		19th March	18 th June

- Who's here?
- What is your current role?
- What would you like to get out of the Hub?



DATE
CHANGE!

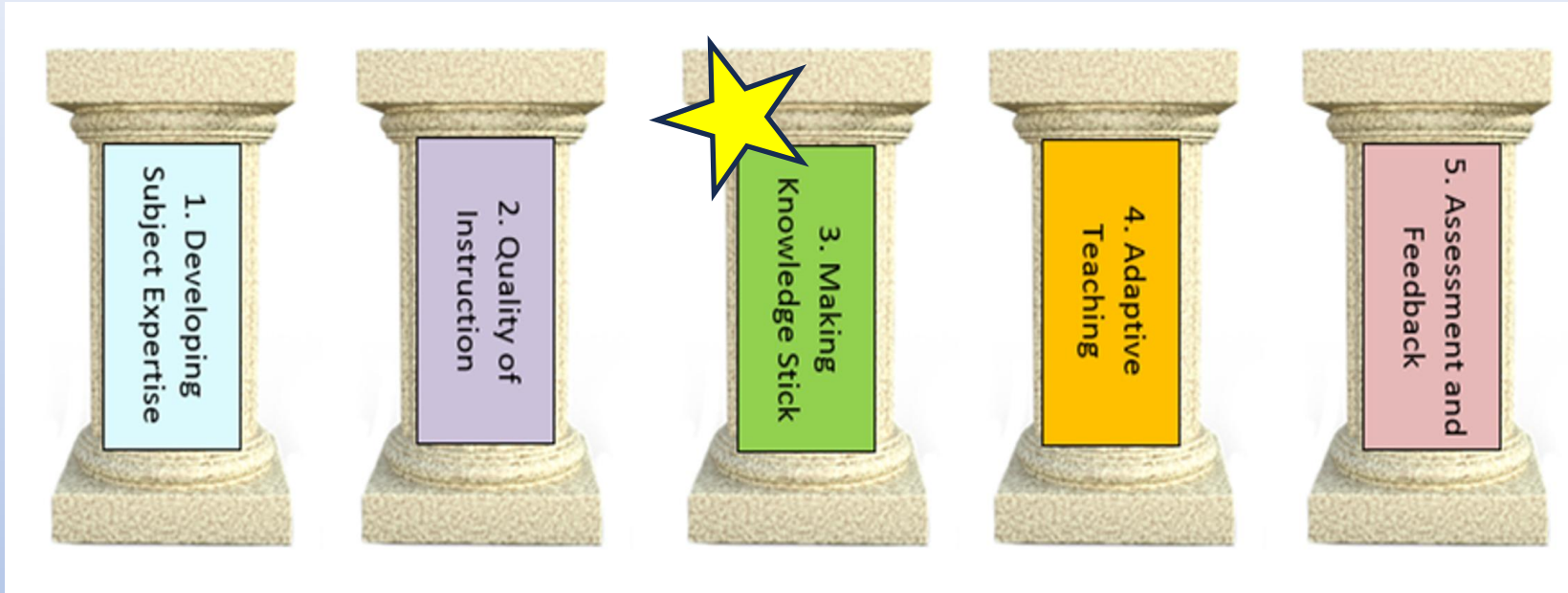
Bolton English Hub

Wednesday 19th March 2025

Agenda

1. Welcome and introductions.
2. Recap of pillar 3 and the steps we've taken since our last meeting.
3. Training delivered by James Gilhooly on pillar 4 'adaptive teaching'.
4. Evaluation of current adaptive strategies and sharing of useful resources.
5. Discussion around QA and how best to approach this. Sharing of good practice.
6. AOB.

2. Recap of pillar 3 and steps taken since our last meeting.



- What steps have you taken since our last meeting to reflect on pillar 3?
- Have you changed anything to improve the efficacy of retention strategies in your dept?
- Have you tried anything new?
- Is anything working well?

Common practice:



- Low-stakes quizzing
- Mini whiteboards
- Do Now/Starter activities
- Interleaving of content
- Application tests
- Mind-maps/ brain 'dumps'
- Dual-coding
- Knowledge Organisers
- Modelling of 'good' revision/ metacognition

Review previous learning

Check for understanding

Attain a high success rate

Engage students in weekly and monthly review

Present new material in small steps

Pillar 4: Adaptive Teaching

March 2025

James Gilhooly
Carolyn Wood



Our vision

To facilitate the gathering of best practice curriculum implementation strategies.

This is so that we help subject leaders and teachers to in turn help all children to know and remember important knowledge across subject curriculums.

To support subject leaders in evaluating the impact of their subject curriculums.



Progress 8 Trajectory

All Pupils	2021/22	2022/23	2023/24
Bolton	-0.12	-0.08	+0.05
England	-0.03	-0.03	-0.03
North West	-0.16	-0.20	-0.17

Disadvantaged Pupils	2021/22	2022/23	2023/24
Bolton	-0.51	-0.53	-0.30
England	-0.55	-0.57	-0.57
North West	-0.69	-0.75	-0.71

Progress 8 Trajectory - pupils with SEND

SEND EHCP	2021/22	2022/23	2023/24
Bolton	-1.41	-1.17	-1.07
England	-1.33	-1.12	-1.13
North West	-1.31	-1.08	-1.18

SEND Support	2021/22	2022/23	2023/24
Bolton	-0.54	-0.74	-0.23
England	-0.47	-0.45	-0.45
North West	-0.58	-0.59	-0.56

% 5+ English and Mathematics Trajectory

All Pupils	2021/22	2022/23	2023/24
Bolton	47.2	43.8	46.0
England	50.0	45.5	46.2
North West	46.8	41.7	42.5

Disadvantaged	2021/22	2022/23	2023/24
Bolton	30.5	26.1	29.0
England	29.7	25.4	26.0
North West	26.6	21.9	22.8

% 5+ English and Mathematics Trajectory - pupils with SEND

SEND EHCP	2021/22	2022/23	2023/24
Bolton	7.2	5.1	6.6
England	7.0	6.9	7.0
North West	5.5	6.4	6.3

SEND Support	2021/22	2022/23	2023/24
Bolton	15.7	11.1	18.2
England	22.5	20.7	21.6
North West	20.6	19.0	19.3



The Pillars of Effective Curriculum Implementation



Teachers have a strong understanding of pupils' needs, especially SEND.

Teachers engineer success so that pupils develop confidence.
(Pillar 1 Explicit Instruction & Pillar 3 Making Knowledge Stick)

Teachers use a range of information to adapt teaching as needs emerge. (Pillar 2 Quality of Instruction)

Teachers provide scaffolds for demanding tasks.

EEF Guidance Report - October 2021

Special Education Needs in Mainstream Schools

Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.



Most learners with special educational needs will receive the majority of their support in the classroom. The aim of this support is to ensure that they access the curriculum and maximise their potential. Your contact with them is crucial since you are the expert.



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

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.

3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5

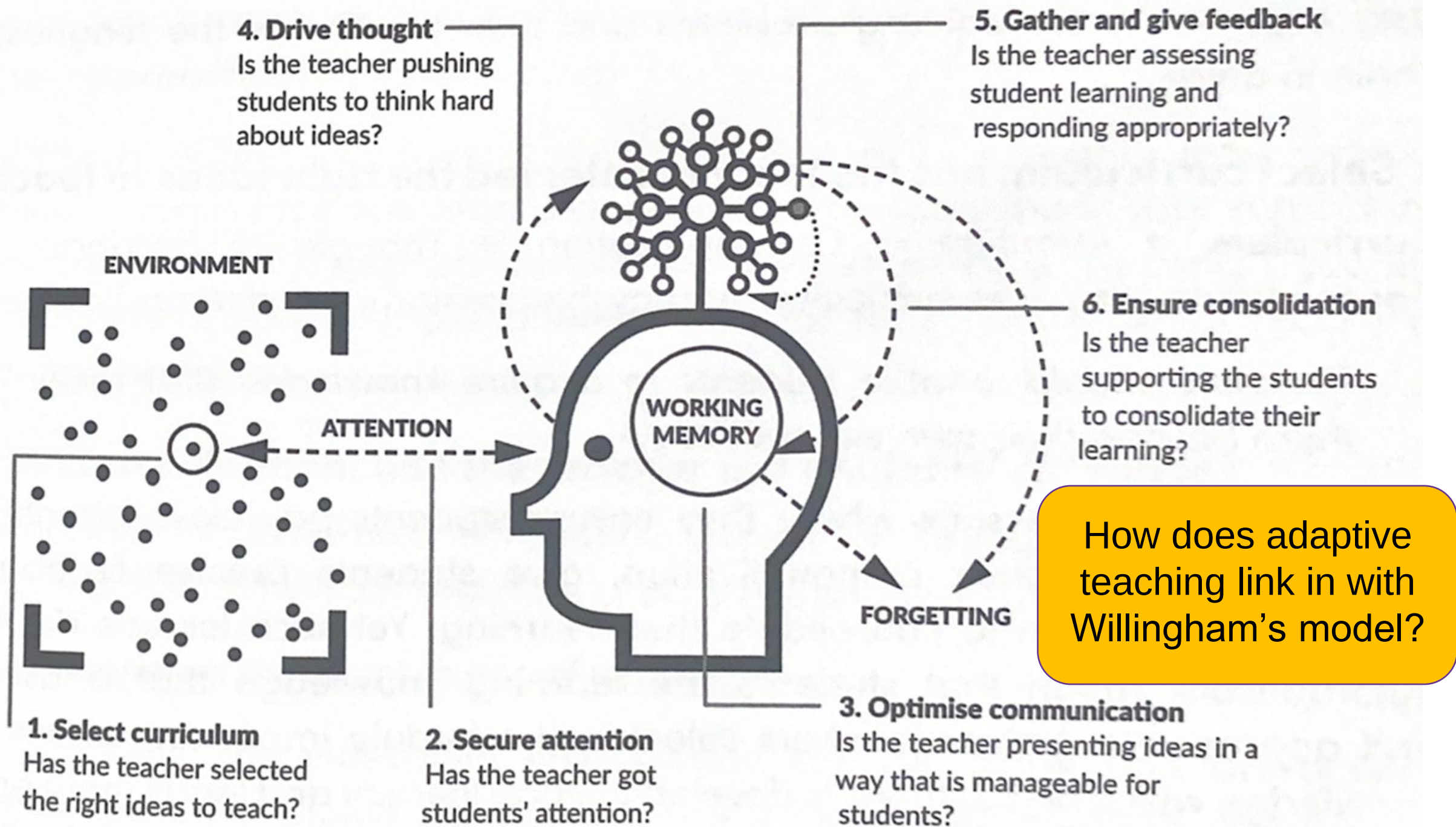
Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

What is adaptive teaching?
How does it vary from differentiation?

What is adaptive teaching?

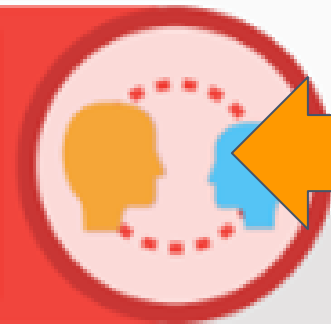
Differentiation	Adaptive Teaching
Must, should, could Learning Objectives	Focussed support for young people
Capped expectations of those who need the most support	Tweaks to lessons
Individualised Learning Plans	Targeted catch-up
An array of pre-planned resources	One lesson for all students
Mini-lessons for different groups of learners	Judging 'in the moment' whether pupils are coping
There is a ceiling to the progress and learning	Emergent needs are catered for by tweaking the lesson
	Identifying students 'in the moment' who may need more scaffolding
	Starting points planned so that <i>all</i> can be successful



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Cognitive and metacognitive strategies

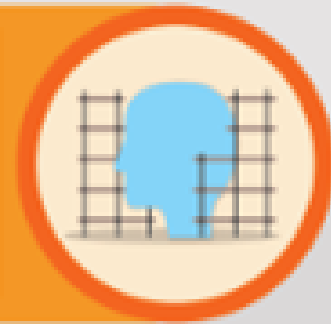
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Explicit Instruction - EEF Guidance

Clear and
succinct
language

Chunking and
small steps

Model how to
complete a task

Check pupils' understanding regularly

Rosenshine's Quality of Instruction Principles

**Provide Highly
Effective
Explanations**

**Present new material in small
steps**

Provide models

Guide student practice

Monitor independent practice

Share your examples of models...

Modelling example 1

WAGOLL: What could be improved?

The opening of this extract is immediately interesting as it creates tension by withholding information: "There was a hand in the darkness, and it held a knife." Immediately, the reader is drawn to the "hand", wondering who this character may be and why they are in "darkness". The writer adds to the tension by creating a sense of danger, focusing on the hand holding a "knife". From this the reader assumes this character is intent on causing harm, and we soon learn that the knife was "wet" and had accomplished what it had been "brought to that house to do". The subtle insinuation of murder puts the reader on edge as they are waiting for the action to suddenly be revealed.

Next, the writer shifts the focus of the extract to reveal more information about the character "Jack" and how he "pauses". This description of the character's movement makes the reader also stop, feeling the tension build as we wonder what violent act might be about to happen. The description of his "gloved" hands, "black coat" and "dark eyes" all add to the sense of danger as it is clear "Jack" is "silently" on the "hunt", like a predator, for his last victim. The writer increases the sense of threat by revealing he has murdered all of his victims but one, but the fact his final victim will be a "toddler" disgusts the reader as we instantly feel protective of the innocent child and do not want Jack as a to succeed in his task.

Finally, as Jack reaches his desired destination, the extract comes to a climax as we expect to witness the brutal murder of the innocent child. The writer slows the pace of this moment by using short, abrupt sentences, purposely increasing the sense of anxiety the reader is feeling. But readers are suddenly relieved, but also confused to learn that "There was no child." This sudden twist of fate immediately engages the interest of the reader as we wonder how a young child could escape such a deadly predator, changing the tone to one of mystery as we are left waiting for more answers.

Step One:

Circle the structural terminology that has been used.

Step Two:

Highlight where the student has used connectives/ phrases to show they are tracking the text.

Step Three:

Underline the analysis of structural features e.g. where have they the impact on the

Step Four:

Set a target for improvement. What this student do

WAGOLLs and WABOLLs.

Which one is better and why?



1 It was early morning in New York City and once again, the sun rose high above the skyscrapers illuminating every building for miles. The birds were Finally, and their songs could be heard echoing around the endless sight of skyscraper.

Traffic started to build up and the noise of engines grew and grew until the familiar buzz of the morning rush hour was in full swing. I could smell bagels and exhaust fumes, just like I could every morning. I dodged through the crowds of people on the sidewalk, seeing the odd familiar face now and then. It was always a struggle to make it through the chaos of the morning.

Finally, I reached the office block: a huge skyscraper made from glass. It was so tall you could barely make out the spire in the clouds. I paused outside the door, hoping to soak up the last bit of sun before I went inside. How I loved to be outside instead of crushed between the four walls of my office.

I loved this city. It was all I'd known, and I couldn't imagine a livelier place on Earth.

2 Early morning. New York City.

Every street was illuminated by beautiful golden rays cascading down from above. Tweeting sweet melodies and chirping cheerfully, birds gracefully danced, casting shadows on the ground below. Their songs echoed through every block, around every corner. Piercing the canvas of blue, giant metal superstructures dominated the skyline.

As the city slowly awoke from its slumber, noise began to echo through the streets. The smell of freshly baked bagels soothed me as I battled the pandemonium of the rush hour. Blinded by the beams of gold refracting off the glass panels of the tall and proud skyscrapers, it was a struggle to weave through the masses of suits that swarmed the sidewalk.

Duck. Dive. Dodge.

Surfing the sea of black and grey suits, I gradually worked my way through the throngs of commuters to finally arrive at my destination. The office. How I longed to bask in the sun's glow and breathe the intoxicating atmosphere of the city I loved so much. I was proud to be a New Yorker.

Modelling example 2

What metaphors could we use to describe the following feelings?

ACTIVATE

Feelings:

Isolation
Excitement
Jealousy
Grief/loss



A stopped clock

I DO...

Grief is a stopped clock. Everyone around you continues to tick, but you remain motionless, useless and wishing that the other clocks would just shut up.

WE DO...

YOU DO...

What metaphors could we use to describe the following feelings?

WE DO

Feelings:

Jealousy
Grief/loss
Anger
Happiness
Embarrassment
Neglected
Belonging
Fear



A huge wave



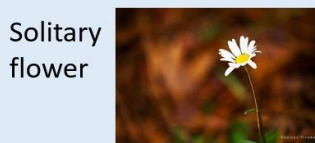
A parasite



Electricity



A stopped clock



Solitary flower



A burst bubble



Disease/
Virus



Stitches on fabric/ knitted



An odd sock

Do these
resonate with
your example?

Modelling...

Think aloud as
you model

Highlight
misconceptions

Include
contrasting non-
examples

Reduce the
language load

Pace your
speech

Highlight
essential
information

**Introducing a
new concept**

Once the learner is confident using
concrete resources, a similar maths
problem should be presented to
them with visuals

Once the learner is confident using
pictorial representations, a similar
maths problem should be presented
to them with just numbers

Concrete

Using physical
objects, such as
blocks or counters,
to solve
mathematical
problems.

Pictorial

Using images and
drawings to solve
mathematical
problems.

Abstract

Using numbers to
solve mathematical
problems.

If the learner lacks confidence
when solving maths with pictures,
return to using concrete resources
to support learning.

If the learner lacks confidence with
just numbers, go back to using
visual representations to support
learning.

Explicit Vocabulary Teaching - Etymology

Adjective	Clues	Meaning
Inaccurate	In = now Accurate = correct	
Startling	Startle = shock ing = creates an adjective	
Motionless	Motion = movement Less = without	
Sinuous	Sinus = curve, fold ous = full of	

Would this be an effective model when supporting pupils with SEND?

Point- make a point of comparison between the texts

Evidence- embed a quote to support your point

Inference- offer a perceptive interpretation

Point of difference- Highlight a difference between the first source and second source.

Evidence- embed a quote to support your point

Inference- offer a perceptive interpretation

Student B

Both Glastonbury Festival and the Greenwich Fair are celebrations that attract many people, however they differ in many ways.

Even though the weather made it seem like a 'scene of near-total devastation', the crowd described Glastonbury as having a 'very safe, family-friendly atmosphere', which shows that the event caters to all regardless of age. This may give party-going parents the reassurance that their children will be protected, and the impression that it is a place where all the family can enjoy the festivities stress-free.

Whereas, Dickens description of the Greenwich Fair with the 'screams of women...the firing of pistols...the bellowing of speaking-trumpets' sets a chaotic and dangerous atmosphere to the day of entertainment, suggesting that it would unsafe for younger members, unlike Glastonbury.

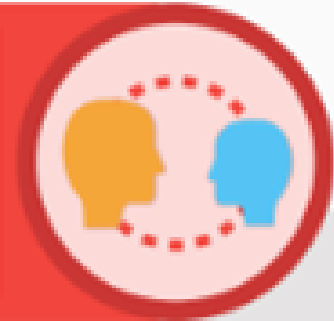
You may have considered...

- What is the central purpose of the activity?
- Knowledge of pupils' needs
- Impact on cognitive load – arrows & text
- Distraction theory
- Pupils' existing knowledge - do pupils know the components of inference? Do they know what a perceptive interpretation is?

1

Explicit instruction

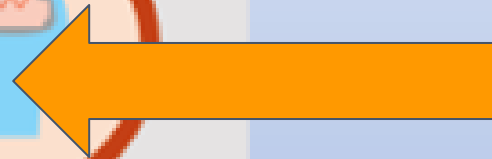
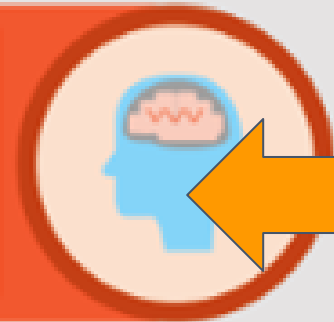
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Cognitive and metacognitive strategies

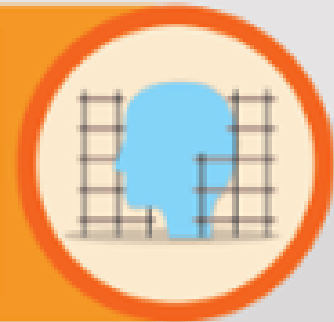
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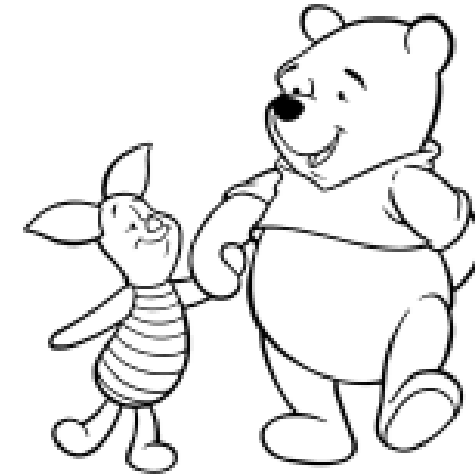
Metacognition

Piglet: 'Pooh?'

Pooh: 'Yes, Piglet?'

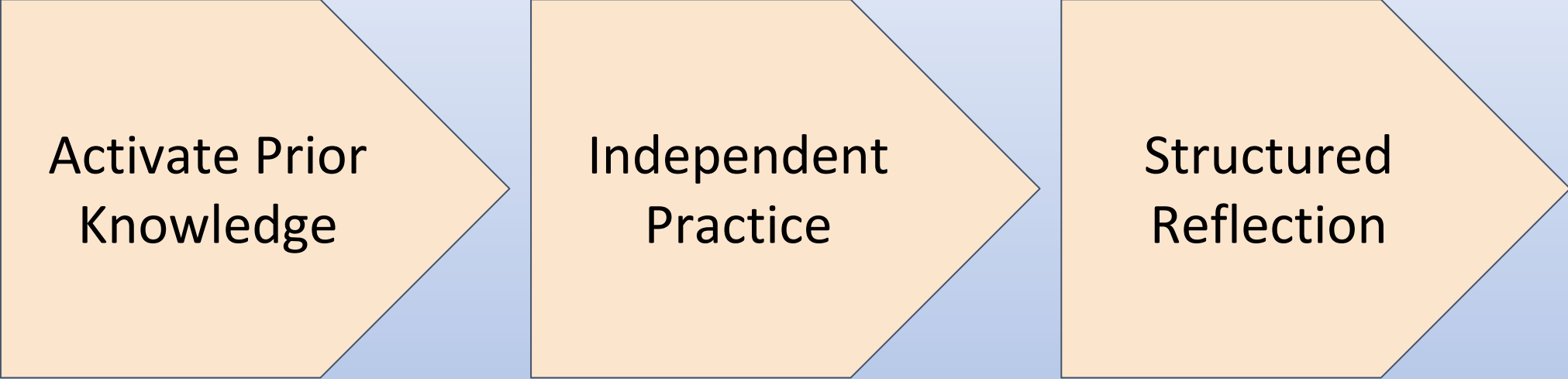
Piglet: 'I've been thinking...'

Pooh: 'That's a very good habit to get into, Piglet'



Winnie the Pooh

Metacognition



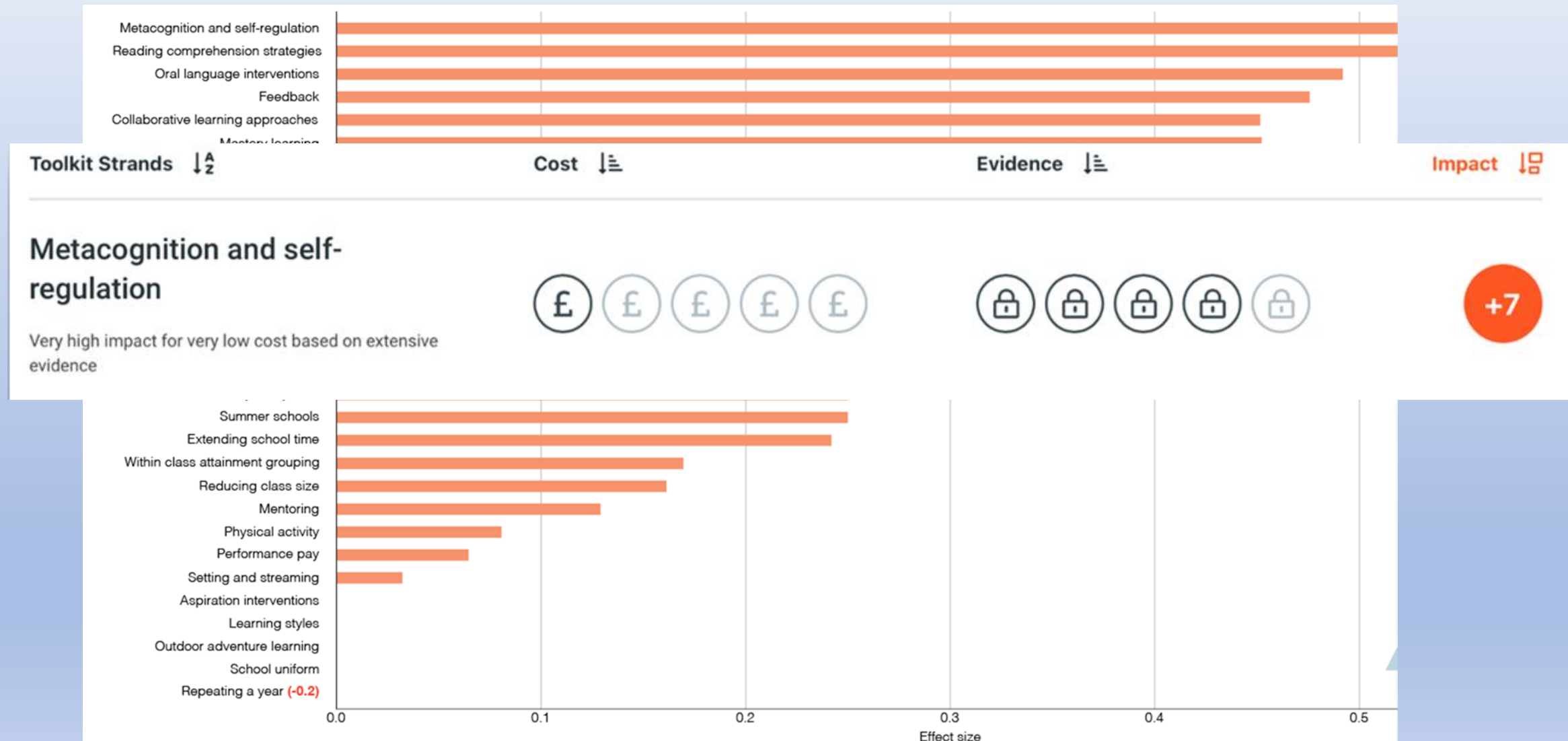
Activate Prior
Knowledge

Independent
Practice

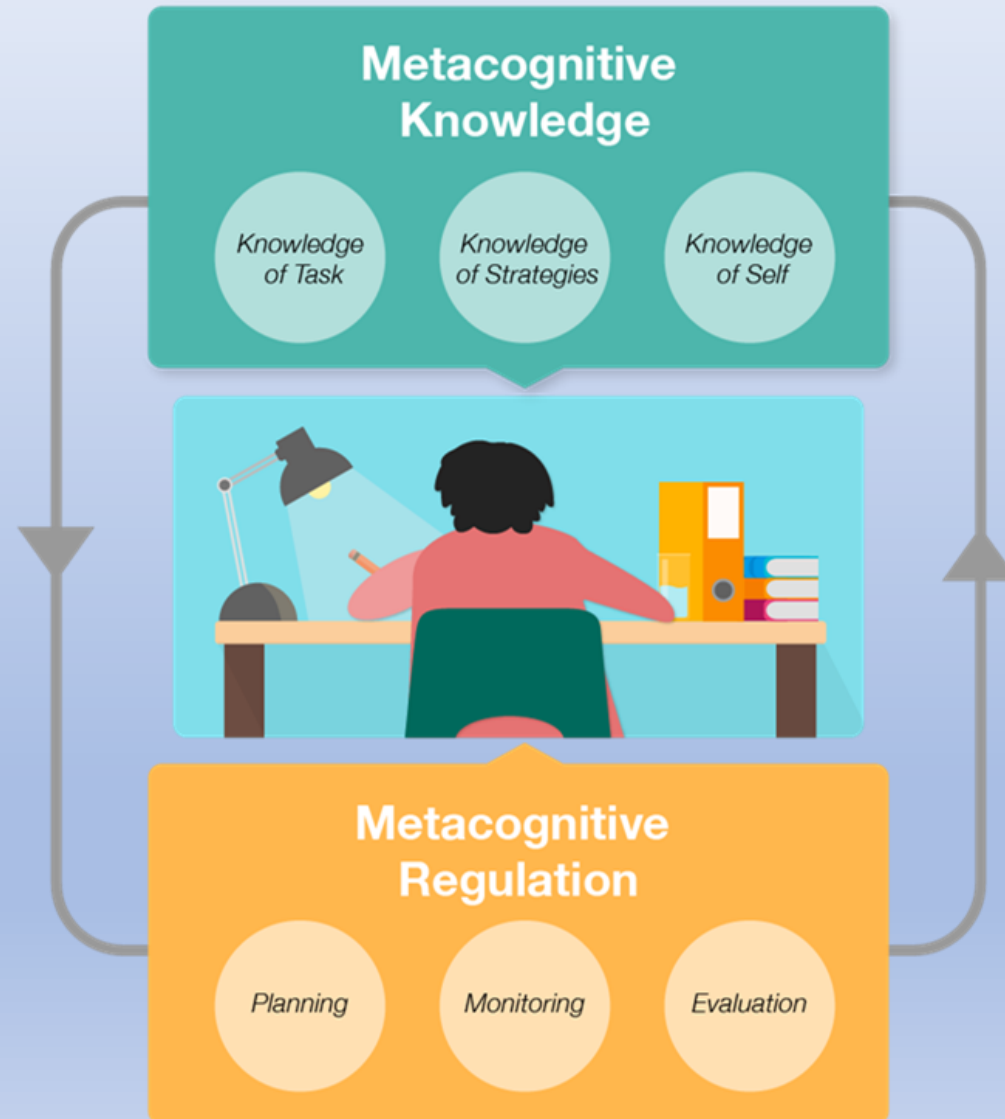
Structured
Reflection

Model Your Thinking

Metacognition



EEF Recommendations on Metacognition



METACOGNITIVE TALK

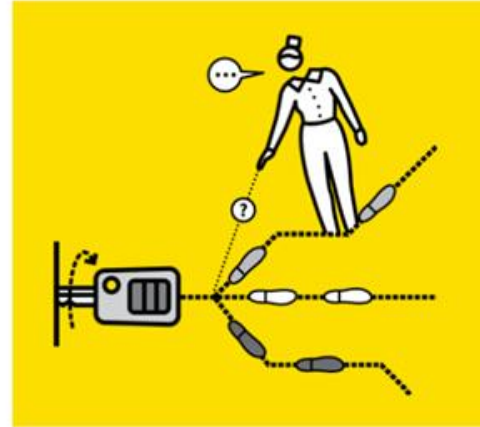
1 2 3 4 5



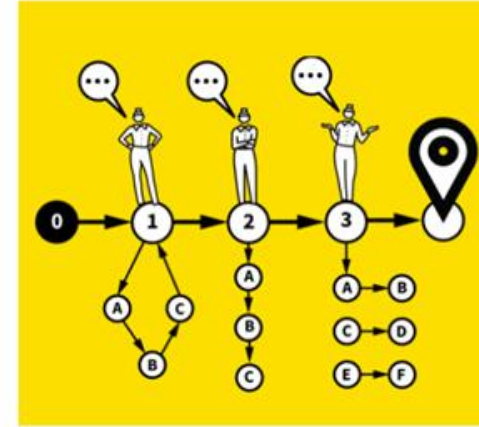
SET A PROBLEM AND
EXPLORE IT



WHAT DO WE ALREADY KNOW?



WHERE DO WE START?



MAKE A PLAN AND MONITOR

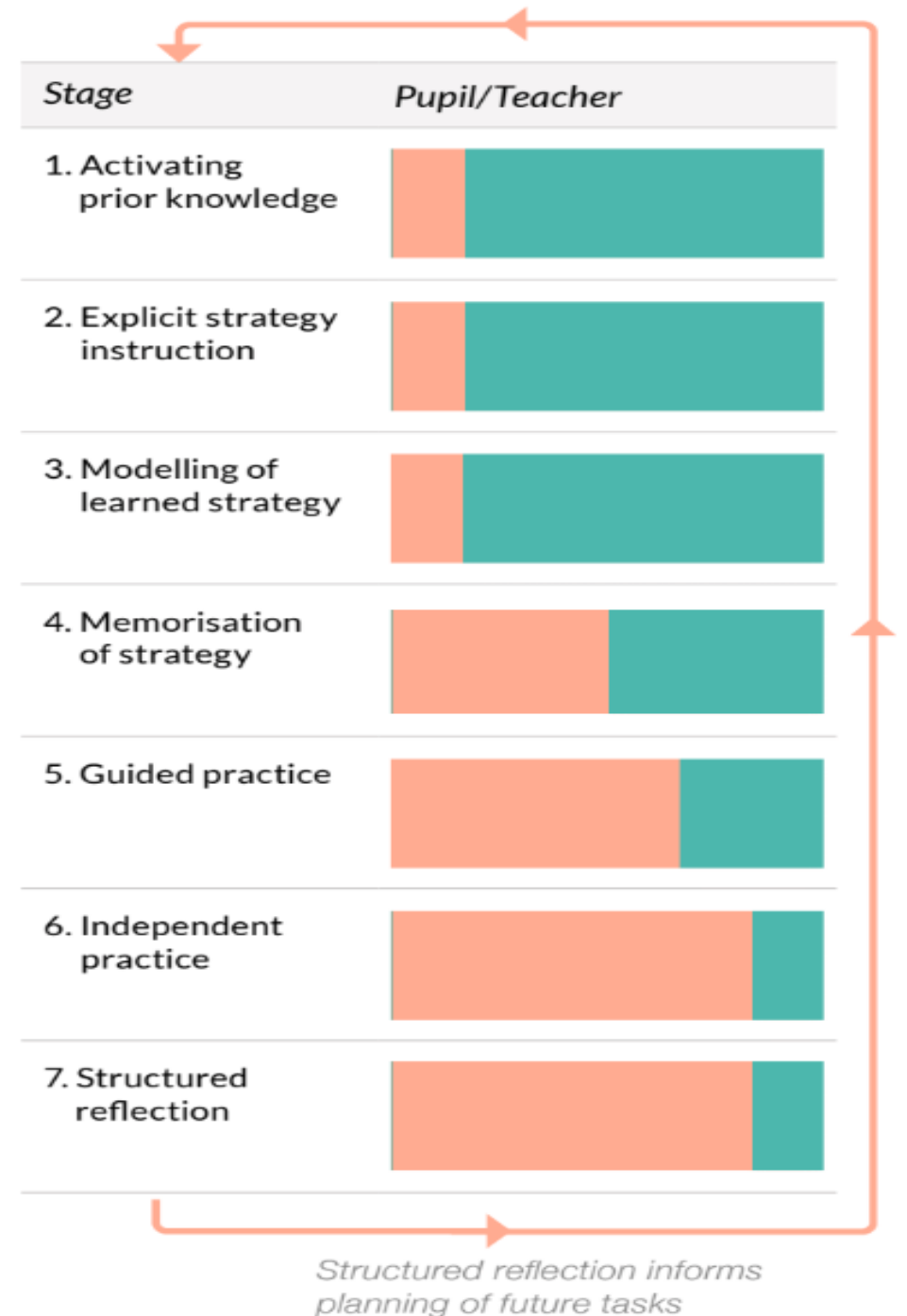


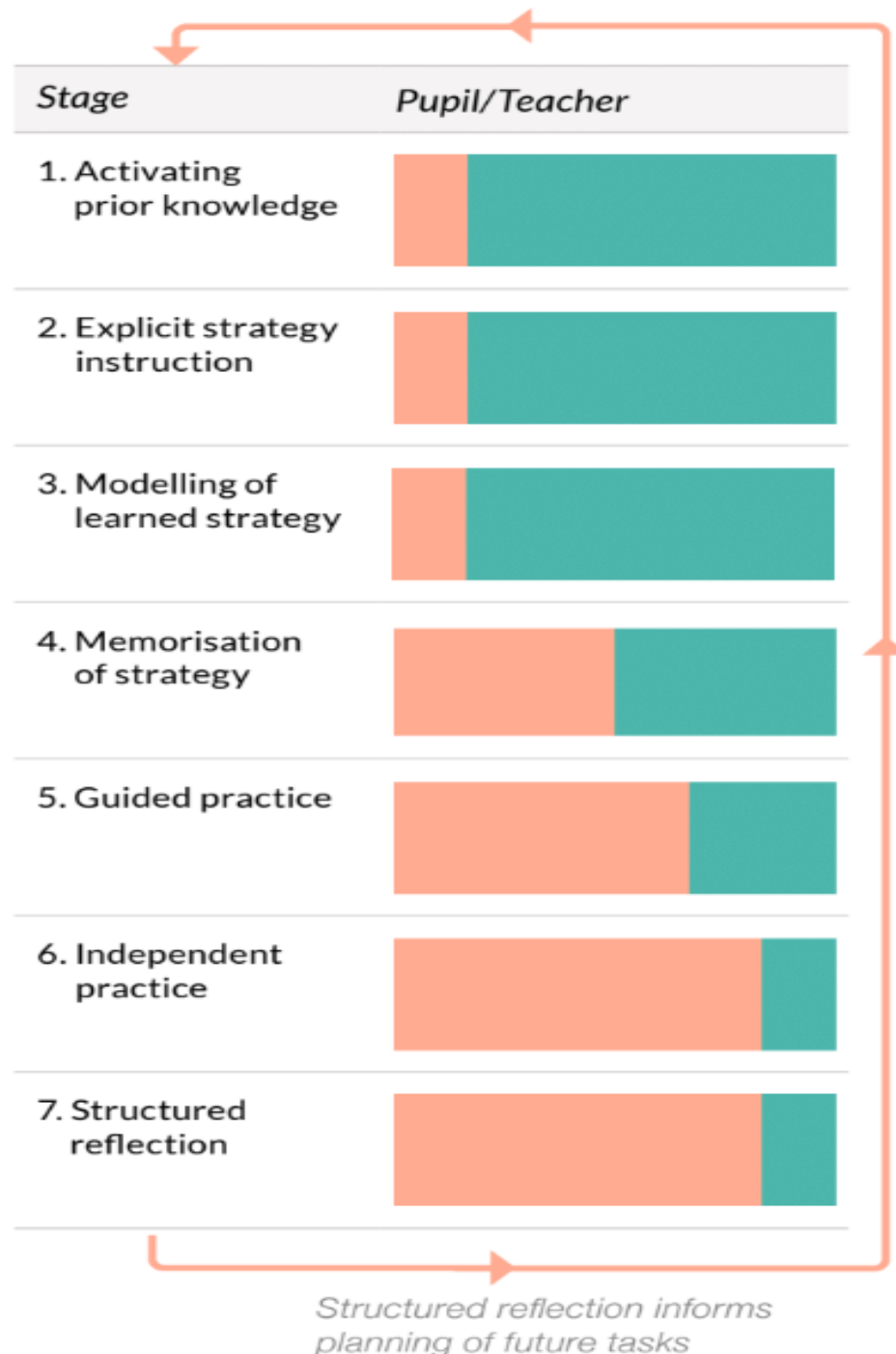
HAVE WE BEEN
SUCCESSFUL?



- There is evidence successful students also have good metacognitive abilities.
- They are able to plan, monitor and evaluate their progress through a task; to think strategically about how to go about solving a problem and to articulate their thought processes.
- Teachers can support students in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons.

Metacognition - The seven Step Model





Examples

I ask pupils a series of questions about what they have learned previously that is relevant to today's learning

I talk to pupils about how they will complete the task and take them through each step as well as discussing possible strategies and how to manage their emotions

I verbalise my thought processes to pupils about the task, my choice of strategy and how I am managing my emotions

I check to see what pupils have understood and that they can remember the key aspects that have been taught

Multiple opportunities are provided for pupils to practice and support is gradually removed as pupils take on more responsibility

Pupils then complete the task by themselves without support

Pupils consider any changes they think they should make next time, whether the strategies they chose were effective and how their emotions affected their behaviour

Power and Conflict Poetry

Kamikaze by Beatrice Garland
(2013)

What is the poem about?

What prompted or inspired the poet to write this poem?

Context:

Top 5 key quotations:

What is the allegorical message of the poem?

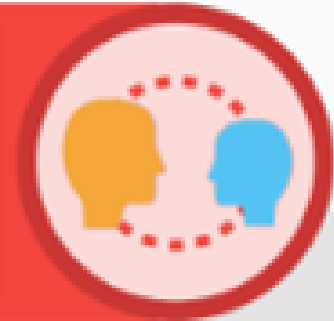
Compares well with:

Share your examples of metacognitive approaches...

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Cognitive and metacognitive strategies

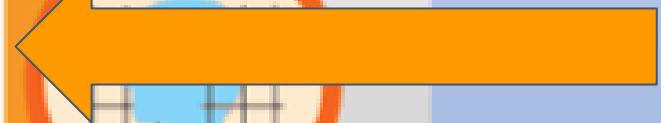
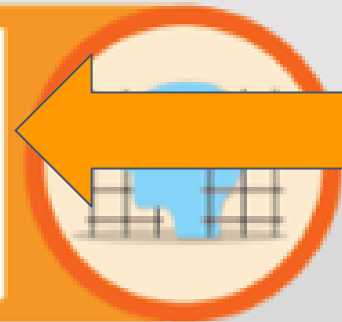
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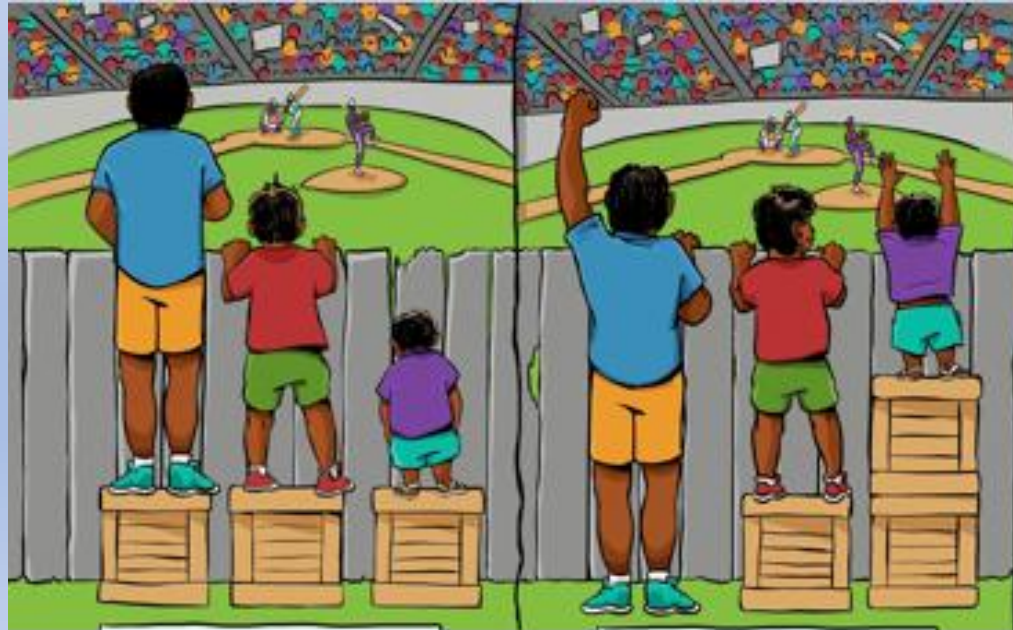
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Scaffolding: High Expectations for all



Scaffolding: High Expectations for all

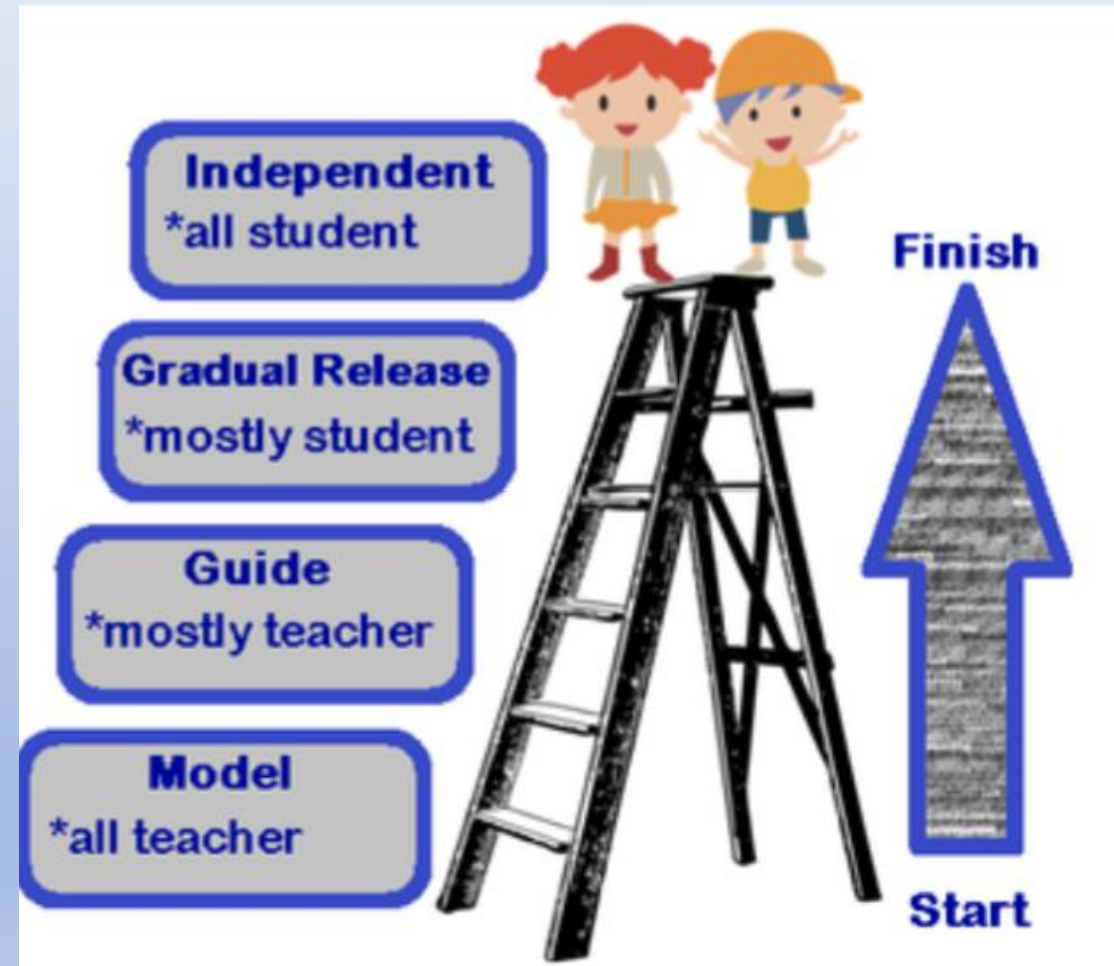
“High quality teaching...is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching”.



Scaffolding

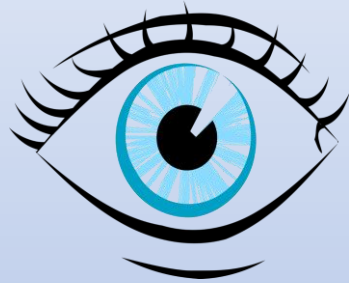
“Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.”

SEN in Mainstream guidance report, EEF, 2020



Scaffolding in Practice: EEF

Visual



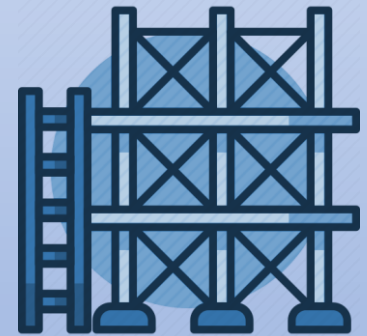
Verbal



Written



Additional



Scaffolding in Practice

Physics Calculations Using **FIFA**

F	Formula	Recall the equation, or look it up on the data sheet
I	Insert values	Highlight the numbers in the question, and put them into the equation
F	Fine-tune	Look at what you've got. Then maybe rearrange the equation.
A	Answer	Calculator time. Don't forget the units!

The _____
wind howls through
the _____
trees.

A blanket of

snow covers the

ground.

Above the
_____ trees
the sky is
_____ and
_____.

Fog, that is _____
and _____, moves
through the _____
atmosphere.

_____ shadows create a feeling of
_____.



The lake is _____ and _____.

The scene was a

_____.

Underfoot, the

ground is

_____.

The _____
air was whipped like

_____.

_____.

Point

The poem suggests...

Armitage is trying to illustrate...

Evidence

As shown in... Highlighted in the line... This is demonstrated in...

Analyse

This demonstrates... This portrays... This illustrates...

Zoom

The poet uses a... The inclusion of... The adjective/verb/noun...

Effect

This creates a sense of...

The impact on the audience is...

Using your examples of scaffolding...

How do you work with your subject team to ensure that high expectations evident for **ALL** learners in the classroom in your department?

What strategies for scaffolding does your department have?

How/when is scaffolding removed for those students that no longer need it?

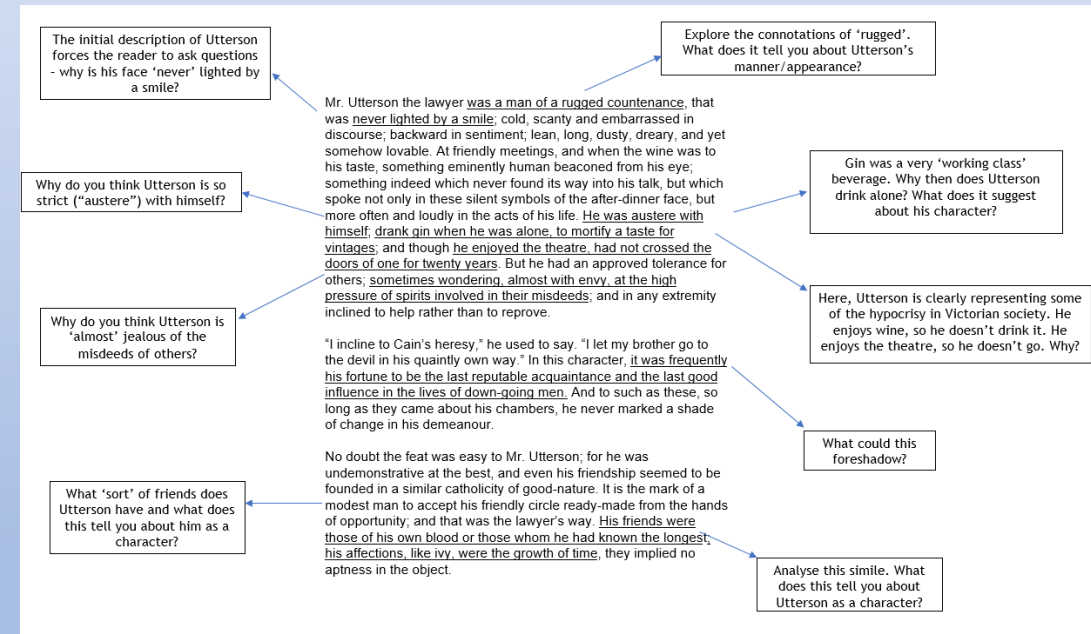
Scaffolding...

Things to avoid

Reading large
chunks/chapters of a book.
Audiobook.



What can I do instead?



Pick the vital extract they need for the lesson's skill focus. Scaffold it to promote independent engagement before consolidating.

Scaffolding...

Things to avoid

Watching a clip/ reading information off the board and making notes.



What can I do instead?

The Workhouse

What do we learn about life in the workhouse based on these images?
Write your ideas on your whiteboard!



Modify the task to prompt inference/deeper thinking.

Is there any purpose to copying notes?

Lessons should evidence skill development/progress.

Scaffolding...

Things to avoid

Reading an extract and just
'feature spotting' / picking
out examples.



What can I do instead?

• HELP QUESTIONS

1. Dr Jekyll seems to feel that his letter to Dr Lanyon could make the difference between life and death. What does this suggest about the nature of his fate?
2. What technique is used in the phrase 'my life, my honour, my reason, are all at your mercy;' and what does it suggest about Dr Jekyll's feelings?
3. The door was very strong, the lock excellent; What does this suggest about the nature of Dr Jekyll's secret?

HELP QUESTIONS

4. What do you think Dr Lanyon means when he says his **My life is shaken to its roots; sleep has left me; the deadliest terror sits by me at all hours**
5. What quotation shows how dependent Dr Jekyll/Mr Hyde has become on the drugs he takes?
6. This chapter is written from Dr Lanyon's perspective in the form of a letter sent to Mr Utterson. How does this impact upon the reading of the novel?

There needs to be an added element of challenge to stretch all learners. The goal shouldn't be to just 'pick something out' but to then consider the impact. Planning needs to scaffold this so it is explicit to students what they're looking for and what they need to do with it.

Monitoring and Impact

How might you monitor the impact of your focused work around adaptive teaching?

Discuss and feedback to the group

You may have considered...

- Look closely at pupils' with SEND alongside their peers of similar prior attainment.
- Lesson visits to see how well teachers use information about pupils in their classroom
- Work scrutiny
- Pupil voice
- Colleagues' voice

Key Reflections

- Do our pupils with SEND benefit from expert, quality teaching in our subject areas?
- Are our teachers playing an integral part in the Assess, Plan, Do, Review cycle?
- Are our teachers up to date on the research backed strategies from the EEF and NASEN? Does this inform their practice?
- Does our QA focus on pupils with SEND? If we are getting it right for them, we are getting it right for all pupils.
- Are scaffolding, modelling and metacognition integral parts of our curriculum plans or are they add ons?

Subject Hub Reflection Tool

BLP Pillars to deliver effective teaching in SUBJECT

A. What elements should we see in your SUBJECT departmental meeting with a focus on adapting teaching?

B. How can a culture of curriculum team conversations regarding this pillar be developed and strengthened further?

Pillar 4 : Adaptive Teaching

C. A Subject Leader can support a colleague further by...

D. A Subject Leader can lead and check whether this is happening by...

Further Reading

[Teachers' Handbook - SEND. Embedding Inclusive Practice, NASEN, Katherine Walsh and Amelie Thompson](#)

[EEF SEND Guidance Report, Special Educational Needs in Mainstream Schools | EEF](#)

[Metacognition and Self-regulated Learning | EEF \(educationendowmentfoundation.org.uk\)](#)

Making Things Hard for Yourself, Bjork and Bjork https://bjorklab.psych.ucla.edu/wp-content/uploads/sites/13/2016/04/EBjork_RBjork_2011.pdf



Thank you!

A vibrant, hand-drawn graphic on a black background. The words "Thank you!" are written in a playful, stylized font. Each letter is outlined in white and filled with a different color and pattern: 'T' is red with a white zigzag, 'h' is blue, 'a' is green with white dots, 'n' is pink with white dots, 'k' is yellow with black stripes, 'y' is orange, 'o' is purple with white dots, 'u' is green, and '!' is red with a white zigzag. Surrounding the text are several decorative elements: a yellow flower to the left of 'Thank', a red heart to the right of 'Thank', a white swirl above 'Thank', a white '@' symbol below '!', and a small red circle below the exclamation mark.

Quality Assurance: what does this look like in your dept?



Teaching and Learning



Progress and Attainment

Quality Assurance: what does this look like in your dept?



Teaching and Learning

- Learning walks/observations?
- Dept walks?
- Work scrutiny?
- Standardisation/moderation?
- Outcomes?
- Pupil voice?
- CPD?



Progress and Attainment

- Outcomes?
- Data analysis?
- Progress to target meetings?

Quality Assurance:

- What works well for you?
- Is there anything you feel doesn't work well and needs to change?
- Is there anything you need support with?

AOB?