



# Secondary Pedagogy Hub 2024 - 2025

## Context

The Adaptive Teaching and Inclusive Pedagogy Hub, led by Parliament Hill School and supported by Camden Learning, ran four twilight sessions between October 2024 and February 2025. The hub aimed to deepen teacher understanding of adaptive teaching, promote evidence-informed strategies, and foster inclusive classroom practice. This report outlines the hubs design, participant engagement and measures of impact, linking to current education research and thinking.

## 2024 - 2025 Focus

Adaptive teaching is increasingly recognised as a responsive, inclusive alternative to traditional differentiation. It features prominently in the Early Career Framework and is supported by the Education Endowment Foundation (EEF) as a strategy that maintains high expectations while meeting diverse learner needs.

Unlike differentiation, which often involves pre-planned adjustments for specific groups, adaptive teaching emphasises moment-to-moment responsiveness, formative assessment, and scaffolding that evolves with student progress. The hub was designed to address a gap in exemplification and practical application of these principles.

## Hub design and approach

The hub ran four face-to-face twilight sessions (2 hours each), with reflective tasks between sessions to support implementation. Sessions were structured around:

- Collaborative dialogue using talk partners.
- Modelling of adaptive strategies (e.g. mini whiteboards, Frayer models).
- Evidence-informed practice, drawing on EEF resources and current research.
- Participants accessed shared materials via a Padlet, including templates and research links.

## Participant Engagement and Learning

**Clarity and Confidence:** Teachers reported a clearer understanding of adaptive teaching vs. differentiation.

**Practical Application:** Strategies such as flexible grouping, scaffolding, and diagnostic assessment were trialled and embedded.

**Collaborative Learning:** Peer discussion and shared experiences were highly valued.

## Measures of impact

### Quantitative Measures

Participants self-assessed against five statements at three points (pre-, mid-, post-hub). Notable outcomes:

- 89% of participants who attended all the sessions rated the statement 'I have a good understanding of adaptive teaching and its evidence base 'extremely true'. This was an increase from a 23% baseline pre-hub.
- Use of adaptive strategies increased significantly, especially mini whiteboards and scaffolded tasks.
- Inclusive practice improved at the individual level, though wider departmental impact was less evident.

## Reflections...

### Successes

- Session structure (short, frequent) supported cognitive load and reflection.
- Modelling and trialling enabled practical uptake.
- Cross-school collaboration enriched contextualisation of strategies.

### Next steps:

Develop a pedagogy hub for middle leadership.

### Example Strategy: Frayer Model

Participants used the Frayer Model to define adaptive teaching, aligning with EEF guidance on explicit vocabulary instruction. This structured approach deepened conceptual understanding and was applied across subjects, including MFL and history.

### Qualitative Case Study

One teacher reported increased engagement from a SEND student using mini whiteboards as a low-risk scaffold. The student progressed from reluctance to producing written work independently—an example of adaptive teaching fostering inclusion.

### ... and next steps

- Scale Up: Extend hub reach to include middle leaders to amplify whole-school impact.
- Embed Evaluation: Monitor feedback completion to ensure robust data collection.