

# Secondary Pedagogy Hub 2025 - 2026



## Context

The Adaptive Teaching Secondary Pedagogy Hub, led by Parliament Hill School ran between October 2025 and March 2026. Building on the previous year's focus on individual classroom practice, this iteration aimed to extend impact by strengthening the role of middle leaders in embedding adaptive teaching across departments.

The hub was grounded in the principle that adaptive teaching, through responsive instruction, scaffolding and formative assessment is central to high-quality teaching, particularly for SEND and disadvantaged pupils. It also recognised that sustained improvement depends on effective implementation, with middle leaders playing a key role in translating evidence into consistent classroom practice.

## Focus

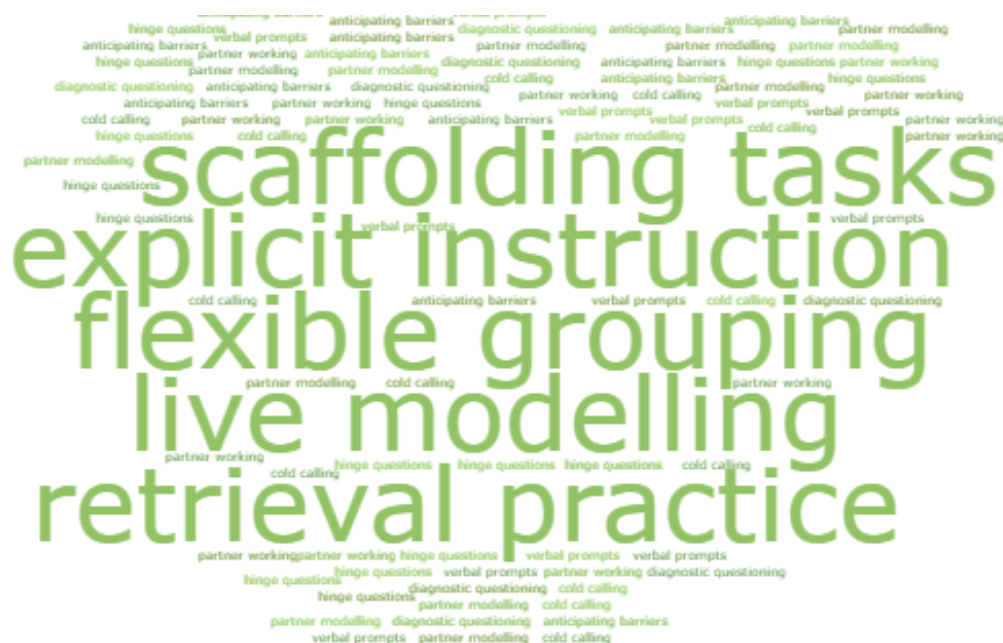
The hub focused on strengthening the link between evidence, leadership, and classroom practice by supporting middle leaders to:

- Develop a secure, evidence-informed understanding of adaptive teaching, particularly how responsive instruction and scaffolding support SEND and disadvantaged pupils
- Design high-quality professional learning for their teams, using evidence-informed mechanisms such as modelling, rehearsal, and feedback
- Lead the implementation of change within departments, moving from isolated practice to more consistent approaches across teaching teams

This work was underpinned by key **Education Endowment Foundation (EEF) guidance**:

- **Effective Professional Development** – emphasising the importance of mechanisms such as feedback, goal-setting, and practice in changing teacher behaviour and improving pupil outcomes.
- **A School's Guide to Implementation** – highlighting that successful change depends not just on what is introduced, but how it is embedded through a structured, staged process.
- **Special Educational Needs in Mainstream Schools** – reinforcing that high-quality, adaptive teaching is the foundation of effective support for pupils with SEND.

## How was 'adaptive teaching' defined?



Adaptive teaching, as defined by the Education Endowment Foundation (EEF), is an approach where teachers adjust their teaching in a responsive way to meet the differing needs of all pupils, ensuring that everyone can access a common curriculum and achieve ambitious goals. Rather than lowering expectations or providing entirely different content, it involves varying the level of support, scaffolding, questioning, and resources so that learners with different starting points can progress together. Adaptive teaching is grounded in ongoing assessment and responsiveness to pupils' understanding, enabling teachers to remove barriers to learning while maintaining high expectations for all.

## Hub design and approach

The four-session model was structured to move from understanding to implementation.

### Session 1



Evidence base and initial reflection, supported by paired learning walks

### Session 2



Focus on adaptive teaching through lesson drops and discussion, leading to identification of departmental priorities

### Session 3



Design of professional learning using EEF guidance

### Session 4



Coaching and feedback to support implementation

## Participant Engagement and Learning

Participants showed a clear progression from understanding to early application. By the end of the programme, all reported a deeper knowledge of adaptive teaching.

Confidence in applying strategies and supporting others also improved, though remained less secure, indicating an ongoing knowing-doing gap.

A significant development was in professional learning design. Participants engaged with EEF guidance and began to plan more structured, mechanism-driven CPD, with almost all producing departmental plans by the final session.

Collaborative elements, particularly learning walks and peer discussion, supported this shift, enabling participants to refine their thinking and identify focused priorities within their own contexts.

*'The most useful thing for me was having the time to reflect with a trusted partner in the sessions and then scheduling lesson drops in of each other's teams. This meant I was able to explore the strengths and EBIs of team as well as reflect upon the different aspects on adaptive teaching.'*

## Impact

This developing understanding translated into early departmental-level change, although implementation remained variable.

The strongest area of impact was scaffolding, with around half of participants focusing on this within their teams. Feedback suggests a shift towards more deliberate use of scaffolds, including greater consideration of how and when they are removed to support pupil independence.

Learning walks and lesson drop-ins improved leaders' ability to diagnose practice, leading to more precise professional dialogue and clearer improvement priorities.

Participants also moved towards more deliberate approaches to professional learning, developing structured, EEF-informed plans and increasing confidence in using coaching to support change.

Overall, the hub strengthened the conditions for implementation—including knowledge, diagnostic precision, and professional learning design—but further support will be needed to secure consistent classroom practice.

## Key Takeaways

Developing understanding is not sufficient on its own — targeted support is needed to move from knowledge of adaptive teaching to consistent classroom implementation.

Learning walks and structured observation are effective in helping leaders diagnose practice and identify precise improvement priorities.

High-quality professional learning design, grounded in evidence and a focused approach (e.g. selecting scaffolding, modelling, rehearsal or feedback), strengthens the likelihood of sustained change.

Middle leaders are critical to implementation, particularly in translating evidence into departmental practice through coaching and structured continued professional development.

*'I have enjoyed breaking down specific teaching strategies with focus on adaptive teaching – this had made them feel all attainable and do-able in the workplace.'*