

EFA Ambassador Schools – sharing practice event

Adaptive teaching

We invite you to join us for this “coffee and croissants” sharing practice event. There will be opportunity to explore themes raised in the article [Adaptive teaching – what are we adapting to, and why?](#) and we will share more about our involvement with the SSAT Embedding Formative Assessment (EFA) programme and status as an Ambassador School.

Date: Friday 19th June 2026

Time: 0845 - 1150

Venue: Willowfield School, 209 Blackhorse Lane, Walthamstow, London E17 6ND

Agenda

0830 – 0845	Arrival & refreshments – coffee and croissants
0845 - 1030	Welcome & Introduction <i>EFA Ambassador school – our experience of supporting adaptive teaching through the Embedding Formative Assessment programme (EFA)</i> <i>The Willowfield Way</i> <i>Our experience with Ofsted</i> Learning Walk <i>Adaptive teaching in action</i> Pupil Leaders <i>Adaptive teaching from a learner’s perspective</i>
1030 – 1045	Break
1045 – 1150	Feedback What evidence of adaptive learning did you see? Meeting with EFA Teacher Learning Community (TLC) leader <i>What impact has the EFA programme had?</i> Adaptive teaching – group discussion and sharing practice <i>How can we develop individual and collective adaptive teaching practice?</i> <i>(See article and discussion questions):</i> <ul style="list-style-type: none">• <i>Proactive adaptation</i>• <i>Interactive adaptation</i>• <i>Retroactive adaptation</i> Opportunities to follow up and next steps <i>Find out more about the Embedding Formative Assessment programme</i>
1150	Event close

Questions for reflection and discussion:

Proactive adaptation	Interactive adaptation	Retroactive adaptation
<ol style="list-style-type: none"> 1. What do I know about the needs of learners? 2. What 'quality evidence' do I have based on prior learning? 3. Am I confident that my judgements are based on sound evidence, rather than assumptions, stereotypes or generalisations? 4. Are there any predictable difficulties (challenging concepts, misunderstandings, misconceptions)? 5. How will I plan and sequence learning to account for predictable difficulties? 6. Where in the lesson might there be opportunities to reteach aspects of learning from previous lessons? 7. What learning and content do I consider essential or desirable? Why? 	<ol style="list-style-type: none"> 1. How will I elicit 'quality evidence' to inform teaching, and limit the risk of assuming that pupils know something when they don't? 2. How will I make better decisions based on the evidence collected? 3. Have all learners understood the essential learning? Who has/has not? 4. Where in the lesson might there be opportunities to reteach aspects of learning from the lesson, should this be necessary? 5. What 'in flight' actions and adaptations might be needed as new, or better, evidence of learning emerges? 6. How can I make the most of learning resources available (adults, learners, peers)? 	<ol style="list-style-type: none"> 1. What new evidence have I gathered to better inform my understanding of learner needs? 2. What assumptions have been challenged? 3. Do any pupils have gaps in essential learning? How can I address that? 4. How will I ensure that learning is consolidated and retrieval is possible? 5. Can learning be applied successfully and transferred to new contexts? 6. What adaptations might be necessary to future planned activities?

Extract from *Adaptive teaching – what are we adapting to, and why?* by Alex Galvin, Dr Dan Belcher, Margaret Mulholland and Professor Dylan Wiliam. (Page 7)