

EFA Ambassador Schools – sharing practice event

Adaptive teaching

We invite you to join us for this 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: Thursday 25th June 2026

Time: 11.30 – 15.20

Venue: Erdington Academy

Agenda

11:30 – 11:45	Arrival & refreshments
11:45 – 12:00	Welcome & Introduction – Liz Cross – Head of Academy & Simone Mabbett – Assistant Principal <i>EFA Ambassador school – our experience of supporting adaptive teaching through the Embedding Formative Assessment programme (EFA)</i>
12:00 – 12:35	Learning walk – Embedding Formative Assessment in action
12:35 – 13:10	Feedback and discussion Ian Healey – EFA mentor & Simone Mabbett – Assistant Principal <ul style="list-style-type: none"><i>What evidence of adaptive practice did you see?</i> Meet some student leadership after the discussion.
13:10 – 13:40	Lunch provided
13:40 – 14:10	Adaptive teaching – group discussion and sharing practice – chaired by Ian Healey – EFA mentor & Simone Mabbett – Assistant Principal <i>How can we develop individual and collective adaptive teaching practice? (See article and discussion questions):</i> <ul style="list-style-type: none"><i>Proactive adaptation</i><i>Interactive adaptation</i><i>Retroactive adaptation</i>
14:10 – 14:40	Meeting with EFA school leader (Simone Mabbett – Assistant Principal) and Teacher Learning Community (TLC) leaders – Nathalie Charlery, Mollie Duncanson & Lucy Morrison <ul style="list-style-type: none"><i>What impact has the EFA programme had?</i>
14:40 – 15.15	Opportunities to follow up and next steps <ul style="list-style-type: none"><i>Find out more about the Embedding Formative Assessment programme</i>
15:20	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)