Inclusion By Design: AAA Planning

Anticipate	Assess	Adapt
Before the Lesson – Plan Purposefully	**Throughout the Lesson –** Gather Live Evidence	**In the Moment / Next Lesson –** Execute Adaptations
Predict the difficult points and pre-plan adaptations before entering the classroom.	Plan formative assessment points to test pre-lesson predictions, and trigger targeted adaptations.	1. Deploy pre-planned real-time adjustments **or** 2. Draw from a small bank of established strategies
• **Identify Barriers & Friction Points:** Pinpoint every way the learning might break down - **Subject "Friction":** Where are pupils most likely to get confused or misunderstand? What are the common misconceptions? - **Pupil data**: Do pupils have the necessary prior knowledge and vocab to access this content? What gaps do I need to fill or plan for? - **Barriers**: Working memory overload? Speech and language needs? What might cause an additional challenge? • **Design for "All Knowing All":** Use the key knowledge from "Barriers & Friction Points" to adapt and guide the lesson design at every stage - Plan with the **"top 20%"** in mind at every stage - **Prioritize**, **Connect**, and **Sequence** every step. - Universal Approaches: Focus on the key principles of explicit instruction / select core scaffolds which will support all children in your class: e.g. front-loaded vocab, worked examples, extended guided practice, SLOP (shed loads of practice) • **Pre-Plan "Additional" Adaptations, Scaffolds, Supports:** - Eliminate in-the-moment guesswork by preparing "additional" responsive supports in advance. - Keep targeted scaffolds—such as key prompts, mini-whiteboard examples, tabletop guides, sentence starters, or flexible focus group plans—in your "back pocket," ready to deploy at anticipated moments when known struggles arise. • **Plan lots of practice so you have room to breath:** SLOP (shed loads of practice) affords you time to OWL and provide additional input, prompts or support • **Mental Preparation:** Run through your lesson in your head and reflect: *is my plan for the lesson going to work?*	• **Plan Assessment:** Deploy deliberate, planned active checking strategies – "Chunk and Pause" – (e.g., targeted cold-calling, mini-whiteboard checks, diagnostic MCQs) alongside "ad-hoc stops" after spotting misconceptions or learning points during purposeful circulating, observing, and listening (OWLing). • **Test Your Predictions:** Use in-lesson assessment to actively verify whether the learning needs and friction points predicted during planning were accurate – *do you need to operate your backup plan ("additional adaptations")?* • **Test Your Thresholds:** Have enough pupils (~80%) answered enough questions correctly (~80%)? Have enough pupils met your pre-set "standard of good" (i.e. what you had in your head!) against your pre-set success criteria? In simple terms, (i.e. what you had in your head!) – if the number fall short of your planned threshold, pause and adapt before moving on.	• **Don't Move On!** If pupils fall short of the threshold or reveal misconceptions, refrain from sticking rigidly to the plan. Deploy targeted micro-adaptations to keep all learners on track: 1. **The Ideal Scenario (Pre-Planned):** Enact pre-planned responses and adaptations triggered by data gathered at planned formative assessment points. 2. **The Reactive Scenario (Improvised):** When unexpected data arises, make live, in-the-moment adjustments. Do not 'improvise' - draw on a reliable bank of core techniques and strategies. This is more reliable, sustainable and eases cognitive overload. **Common Adaptations (re-teach or prompt):** - **Refining Explanations & Modeling:** Re-explain concepts using alternative analogies, provide steps to success or model an extra worked example on the flip chart, MWB or IWB before giving pupils the same (or a very similar) problem to attempt. - **Break In Down Further:** When modelling, lead the child through one micro-step at a time, securing understanding at each point before moving to the next. - **Provide Precise Feedback:** Identify the single biggest area of development, provide precise feedback, end the feedback with an imperative, provide time for action and then check again. - **Temporary Scaffolding:** Introduce responsive supports (e.g., sentence stems, visual prompts, grids) and intentionally fade them away as pupil confidence and fluency build. - **Targeted Grouping:** Briefly regroup pupils for targeted, guided support without lowering expectations for the core task