

Scaffolding

The key ingredient of adaptive practice

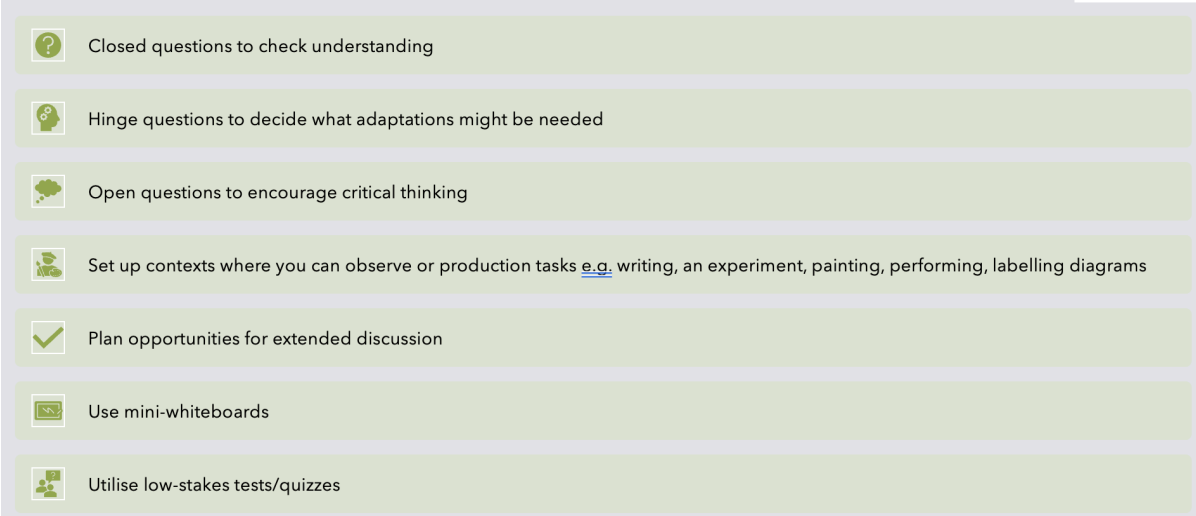
Scaffolding focuses on making in the moment adaptations to support a child to meet the learning intention or goal.








This can be undertaken in a variety of ways, depending upon the activity, or learning taking place. Some suggestions to scaffold learning for a child are:

- Adjust the level of challenge
- Change the way you explain something
- Re-explain a concept or explain differently
- Use an analogy that learners can relate to
- Increase scaffolding or remove any temporary support when necessary
- Provide extra examples alongside non-examples
- Read a text out loud
- Project or draw a diagram
- Clarify a task/provide steps
- Highlight essential content
- Use peer support
- Set an immediate goal
- Improve accessibility

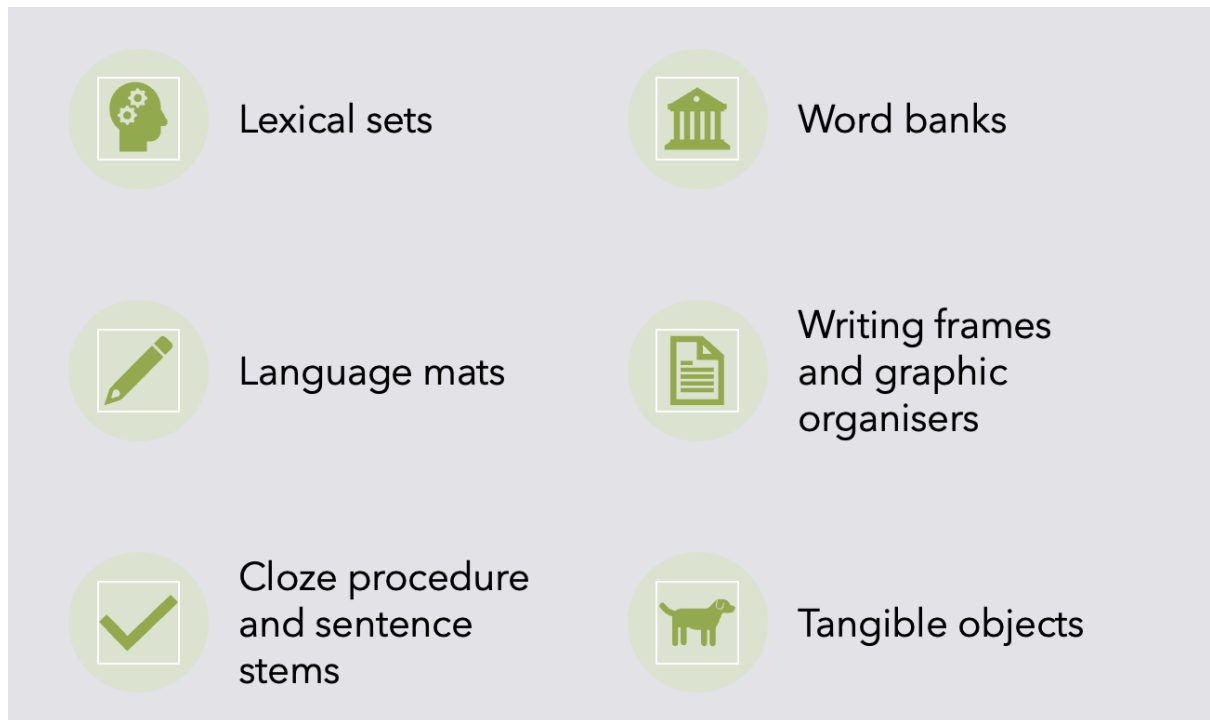
To 'diagnose' whether you need to add or remove scaffolding you need to utilise formative assessment effectively.

Methods of formative assessment that will enable you, as the teacher, to identify the level of scaffolding needed include:



-  Closed questions to check understanding
-  Hinge questions to decide what adaptations might be needed
-  Open questions to encourage critical thinking
-  Set up contexts where you can observe or production tasks [e.g.](#) writing, an experiment, painting, performing, labelling diagrams
-  Plan opportunities for extended discussion
-  Use mini-whiteboards
-  Utilise low-stakes tests/quizzes

There are a range of resources that can also be used or available for students that act as a scaffold:



Some specific 'scaffolding' pedagogies include:

- Pre-teaching vocabulary
- 'Rally Robin – Give one, get one'
- Make links across subjects and resources – giving pupils 'hooks'
- Small group work
- Mini-plenaries

After the lesson has concluded, it is vital that you, as the teacher, reflect upon the learning achieved by asking yourself the following questions:

- Did all pupils achieve the intended learning?
- Who will need more support in the next lesson?
- What will this support consist of?
- Who exceeded your expectations?
- How will you challenge them further?

Use the responses to these questions to inform your planning for the next lesson.