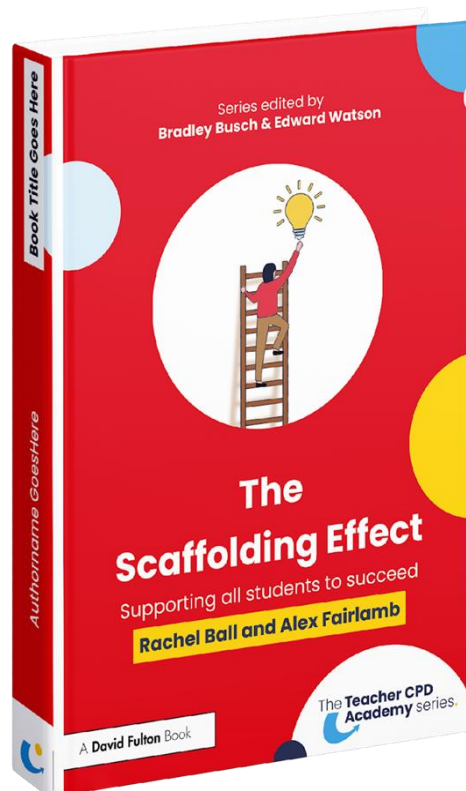


Scaffolding: Supporting all Students to Succeed



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**Södertälje
kommun**

Shared Understanding and Language

What is Adaptive Teaching?	What is Scaffolding?
Adaptive teaching refers to when teachers make changes to their instruction to meet the needs of all learners. Jade Pearce (2024) Micro adaptations - tier 1 instruction Macro adaptations – Person-specific adjustments e.g. particular type of pen for dyspraxia, increased font size for visual impairment	Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written. SEN in Mainstream guidance report, Education Endowment Fund, 2020

Age and Stage Conversion

English Age Stages	Swedish Age Stages
Early Years / Reception Age 3-5 <i>(Children start at varying ages)</i>	Preschool Förskola Age 1-5
Primary Age 4-10 This is broken down into: Key Stage 1 – 5-7 years Key Stage 2 – 7-11	Preschool Class Förskoleklass Age 5-6 Lower Stage Lågstadiet Age 7-10 Some of Middle Stage Mellanstadiet Age 10-13
Secondary Age 11-16	Some of Middle Stage Mellanstadiet Age 10-13 Upper Stage Högstadiet Age 13-16
Sixth Form / College / Post 16-19 Age 16-19 <i>(Optional)</i>	Gymnasium Age 16-19 <i>(Optional)</i>

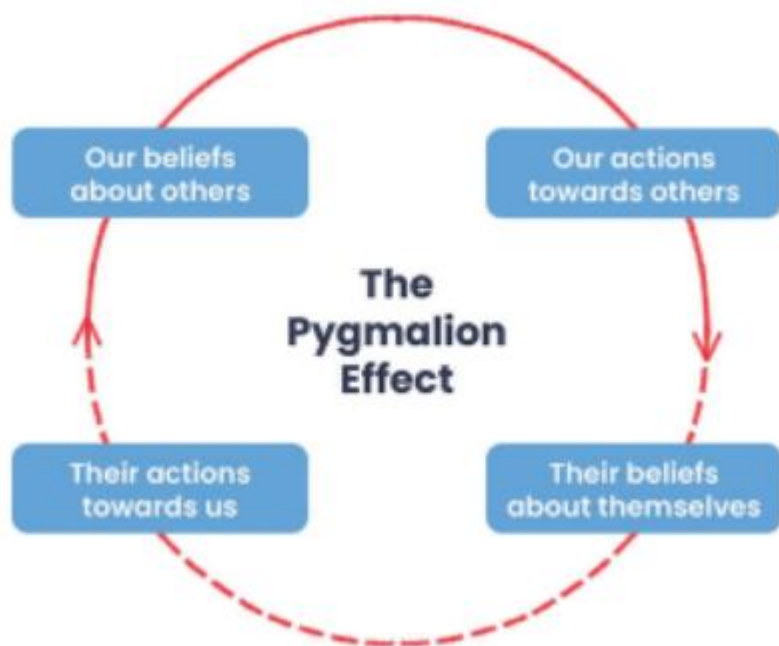
The Scaffolding Effect



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What is scaffolding?

“ A process that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts. ”

Bruner et al, 1976



What is scaffolding?

“ Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written. ”

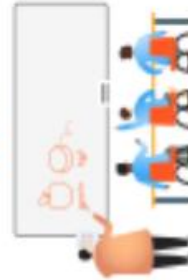
SEN in Mainstream Guidance Report,
EEF, 2022



What can it look like in practice?

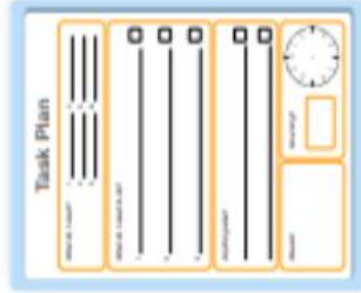
For example:

Visual



Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning



Verbal



Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.

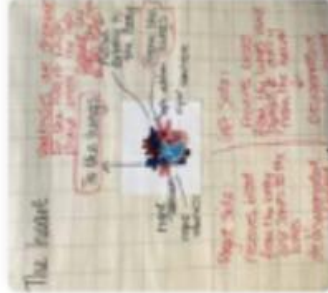
- "Let's look at this together..."
- "What have you done before, that will help you with this task?"
- "Don't forget, your work needs to include..."



Written



A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.



An approach to scaffolding

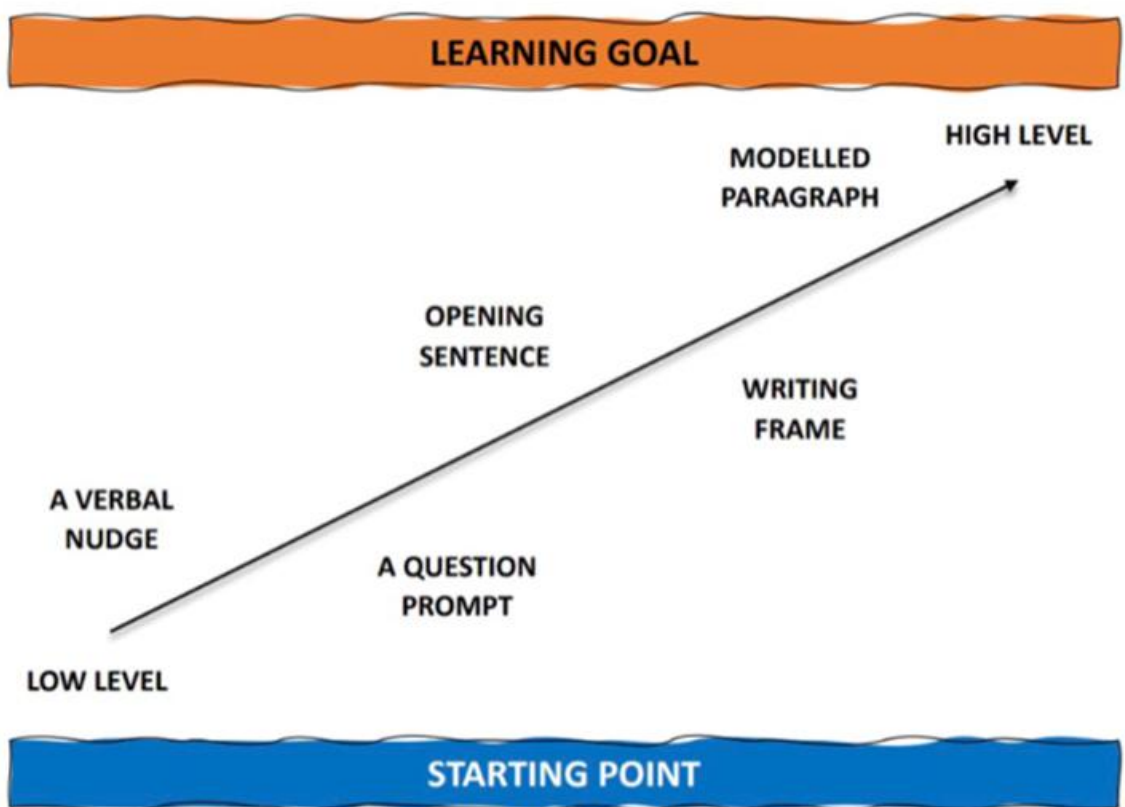
Before the lesson - Anticipate barriers

Continuous loops

During the lesson - use assessment to elicit understanding

During the lesson - live adaptations and scaffolds

Jon Eaton, 2022



Note space

1. Scaffolding using modelling: I/We/You modelling

Research

Cognitive Load Theory (Sweller, 2006):

Origins in the worked example effect.

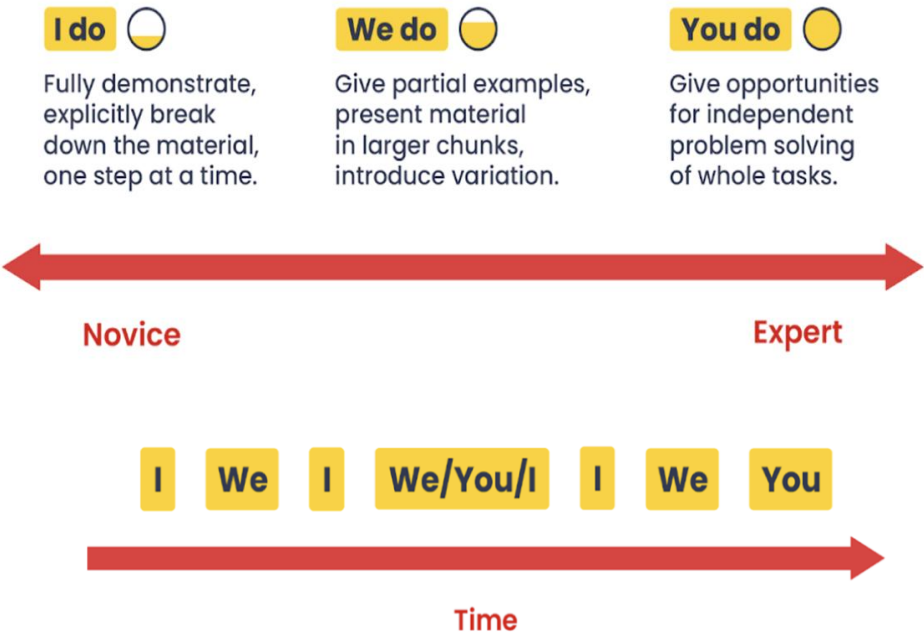
Showing a completed worked example to novices supports their learning

I Do, We Do, You Do (Fisher and Frey, 2007):

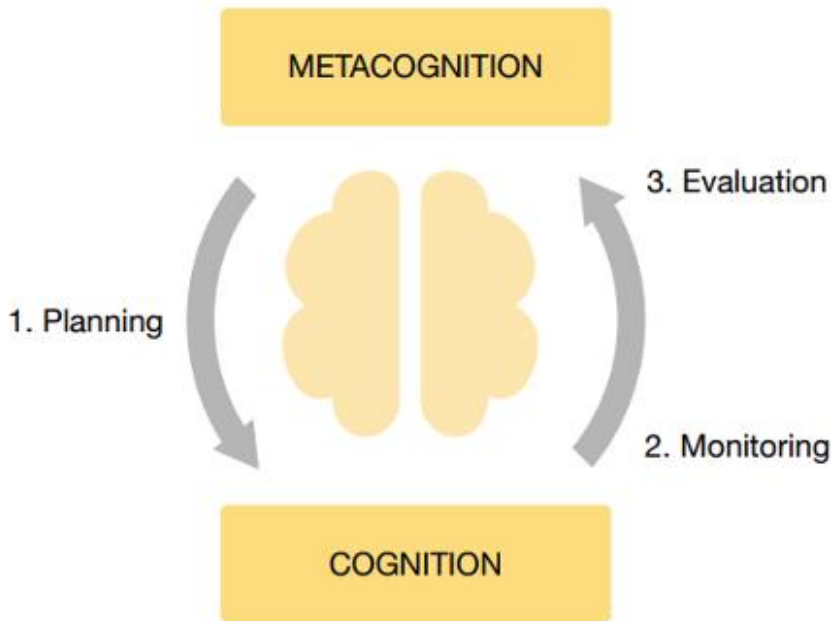
builds on this by showing a completed example then gradually releasing responsibility to the learner as fluency and confidence develop

Renki et al, 2000

argue that worked examples are most useful early on but should gradually give way to partially completed examples and then independent problem solving



2. Scaffolding using live modelling



From Metacognition and Self regulated Learning Guidance Report EEF 2021

"It's ok to feel frustrated at this point, I often do"

"I used to struggle with this, but then I found this strategy.."

"When I first looked at this problem I didn't know where to start, but then.."

Reflection:

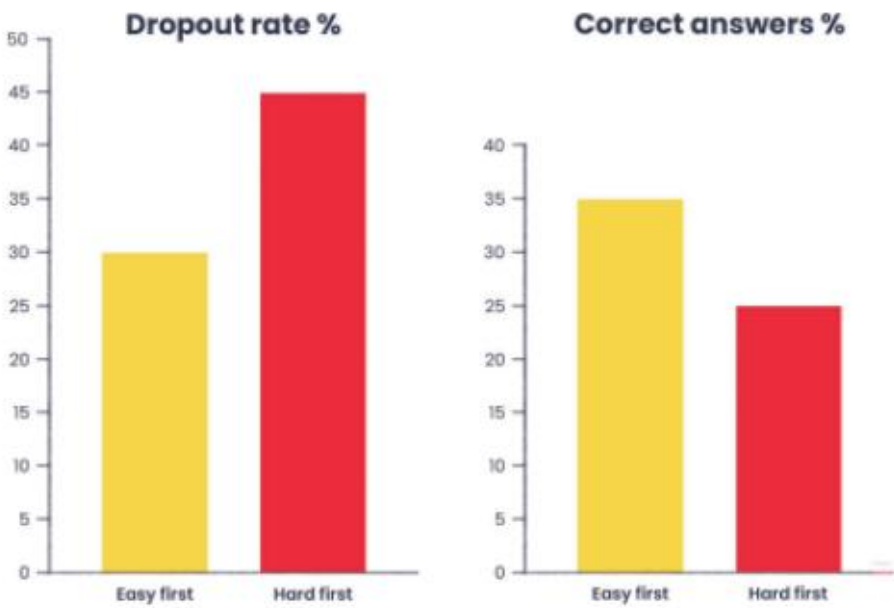
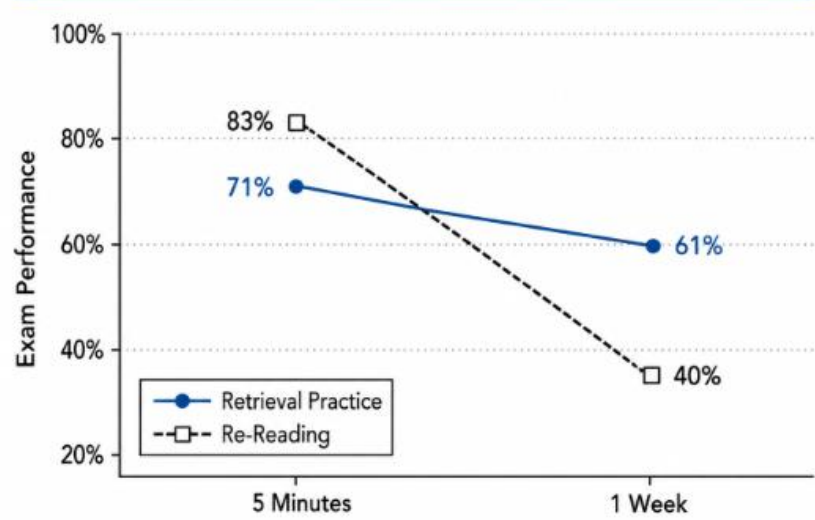
Do you use faded modelling scaffolds like I/We/You?

Discuss an example where you use this or you can see potential for using this.

Do you currently live model? How could you use this strategy?

3. Scaffolding retrieval

Figure 2.1 College students remember information after re-reading in the *short term*, but retain significantly more after retrieval practice over the *long term*.



Chronology Connection

Put the dates and events in the correct chronological order.

Hint? Bank of Dates and Events

Truman Doctrine

Potsdam Conference

Creation of East and West Germany

Secret telegrams

1947

Berlin Blockade

1946

Dropping of the atomic bomb on Japan

Comecon

Iron Curtain Speech

>

>

>

1945

Creation of East and West Germany

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Truman Doctrine

1948-9

Misconception alert: Consider how we know which came first between the atomic bomb on Japan and the Potsdam Conference.

4. Scaffolding using verbal nudges

Cognition prompts	Metacognitive Prompts
•Why would we always place the brackets here and not here? •What kind of tool would be best to cut this material? •Why would Fern Riddell agree with this statement? •Why would we use the preterite tense here? •Why would this be an objective of an entrepreneur? •Why has the artist chosen this medium?	•Make sure you multiply the bottom numbers first. •Don't forget to have your diagram next to you so that you know which piece to cut first. •How would we always start an essay with this kind of question? •How would you start planning a response to a speaking card? •When we have a difference question, what do we need to first do? •Last time we used this medium, what did you do?

Reflection:

Do you use verbal nudges or reading strategies like this?

Discuss an example where you use this or you can see potential for using these

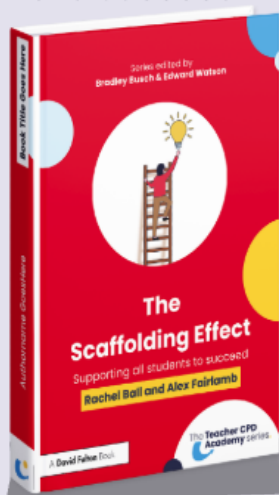
Is checking for understanding the most important of Rosenshine's Principles?

Illuminated by @Inner_Drive | innerdrive.co.uk



The Scaffolding Effect

Supporting All Students to Succeed



amzn.eu/d/0WKsgoW