

SCAFFOLDING

What is Scaffolding?

Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written. Scaffolding refers to a method where teachers offer a particular kind of support to pupils as they learn and develop a new concept or skill. In the instructional scaffolding model, a teacher may share new information or demonstrate how to solve a problem. The teacher then gradually steps back and lets students practice on their own. It also can involve group practice.

HOW CAN IT BE EFFECTIVE?**Frayer Models**

Frayer Models, both completed by the teacher and/or the child, are a scaffold to support during the repeated practice stage of vocabulary acquisition.

**Word Banks**

Word banks, key spellings or phrases can be provided for children to retrieve information from as well as reducing some of the cognitive load during writing activities.

**Zones of Relevance**

Zones of relevance, both completed by the teacher and/or the pupils, are a scaffold to support during the composition stage. They provide a tool for children to plan and justify their vocabulary choices.

**Sentence Stems and Starters**

Sentence stems and starters provide a helpful starting point for children to organise their initial ideas and serve as a valuable scaffold during modelling and practice sessions.

**Margin Helpers**

As part of the teacher modelling process, teachers should display key ingredients, sentence stems, success criteria or vocabulary that they will refer to as part of their modelling.

**WAGOLLS**

WAGOLLS should be discussed, dissected and displayed across the curriculum so that pupils have a clear idea about what they are trying to achieve or as a starting point to develop their own ideas.

**What can it look like in practice?****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,

Verbal

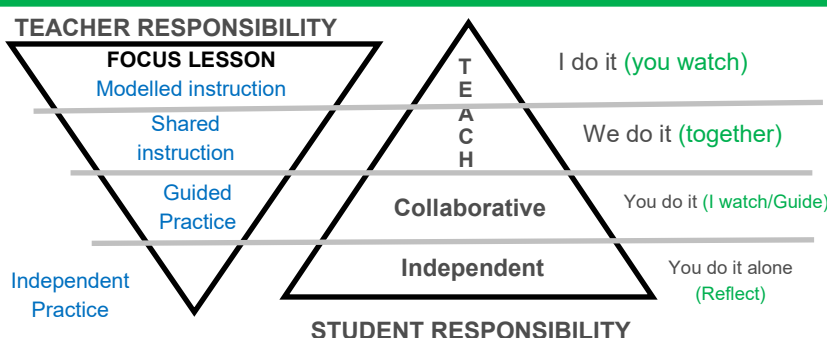
Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.

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.

For Example:

- A Task Planner
- A list of steps a pupil needs to take
- Model examples of work.
- Images that support vocabulary learning.
- '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...'
- A word bank
- A Writing Frame
- Sentence starters
- Completed Frayer models.
- Completed Zones of relevance.
- Margin Helpers
- Knowledge Organisers

Gradual Release Model**A great read...**