# **Appendix I:** Set tasks supporting engagement with the literature, including critical analysis of learning task 1 – upload to Pebblepad.

*Pre ITAP week reading – please read these two short blogs from the EEF:*

Eaton, J (2022) Moving from ‘differentiation’ to ‘adaptive teaching’. Available at: <https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching> (accessed 01.10.23)

Aubin, G. (2022) Scaffolding – more than just a worksheet. Available at:[**https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet**](https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet) (accessed 01.10.23)

Read the following highlighted extracts from the readings below.

NASEN (2024) Teacher Handbook: SEND. Available at <https://nasen.org.uk/teacher-handbook> (accessed 10.01.24). Please read page 15-25 and 32-41. This will be supported by reading the subject specific guidance.

Puntambekar, S. (2022) Distributed Scaffolding: Scaffolding students in Classroom Environments. Educational Psychology Review, 34: 451-472.

van de Pol, J., Volman, M. and Beishuizen, J. (2010) ‘Scaffolding in Teacher—Student Interaction: A Decade of Research’, *Educational Psychology Review*, 22(3), pp. 271–296. Please read pages 274-276 “Characterizations of scaffolding”.

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|  | Notes |
| What are the main claims of the author(s)? |  |
| To what extent did you (or other sources you have read) agree with the arguments posited by the author(s)? Reasons? |  |
| What did you (or other sources you have read) disagree with and why? Is there anything missing? |  |
| What have you learnt from reading these articles? - 3 key points |  |
| Any unanswered questions. |  |
| **Critical analysis of learning – task 1** to be completed Monday session 4 | |
| Drawing on the literature you have read about scaffolding, critically analyse strategies which can allow all pupils to access the learning | |
| Analyse why different scaffolding strategies might be effective and any potential challenges for teaching and learning | |