# Appendix I: Critical Analysis of Learning – Reflection Task 1 (upload to pebblepad)

Read the following literature which can be accessed via Brightspace and also engage with wider readings as appropriate. Reflect upon the key points in the table below:

1. Aubin, G. (2022) EEF blog: Scaffolding – more than just a worksheet. Education Endowment Foundation. Available at:

<https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet> *(*Accessed: 29 September 2023)

1. Read pp. 20-27 ‘Ensure all pupils have access to high quality teaching’. Education Endowment Foundation (2021) Special Educational Needs in a Mainstream school Guidance report. Available at:  [https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF\_Special\_Educational\_Needs\_in\_Mainstream\_Schools\_Guidance\_Report.pdf?v=1695810921](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fd2tic4wvo1iusb.cloudfront.net%2Fproduction%2Feef-guidance-reports%2Fsend%2FEEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf%3Fv%3D1695810921&data=05%7C01%7CE.Arblaster%40bathspa.ac.uk%7C41f967c9829a4ffc297a08dbc0ea8150%7C23706653cd5745049a590960251db4b0%7C0%7C0%7C638315885641633621%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=I8wswRZcd6bfMNtu4iveAtzgLxxtYJn0QkLhFeBWU%2FE%3D&reserved=0)  (Accessed: 27 September 2023)
2. Read pp.310-317. Gallagher, M.A., Parsons, S.A. and Vaughn, M., 2022. Adaptive teaching in mathematics: A review of the literature. *Educational Review*, *74*(2), pp.298-320. Available at:  [Full article: Adaptive teaching in mathematics: a review of the literature](https://www.tandfonline.com/doi/full/10.1080/00131911.2020.1722065)(Accessed: 27 September 2023)
3. Puntambekar, S (2022) Distributed Scaffolding: Scaffolding students in Classroom Environments. *Educational Psychology Review*, 34, pp. 451-472. Available at [Distributed Scaffolding: Scaffolding Students in Classroom Environments | Educational Psychology Review](https://link.springer.com/article/10.1007/s10648-021-09636-3) (Accessed: 23 June 2024)

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| **What constitutes physical scaffolding?** |
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| **When and how does formative assessment support contingent use of scaffolds?** |
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| **Why and how should we remove physical scaffolds?** |
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| **Why should scaffolds be both planned and contingent?** |
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| **Key learning point 1** |
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| **Key learning point 2** |
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| **Key learning point 3** |
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| **Two things I will apply to my practice** |
| 1)  2) |
| **One question I have about the theory of scaffolding** |
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| **Critical Analysis of Learning – Task 1**  (To be completed during Monday session 4) |
| Critically analyse and reflect on the breadth of reading you have engaged with to respond to the following prompts in no more than 500 words:   * Drawing on the literature you have read about scaffolding, critically analyse strategies used to overcome barriers to children’s learning. * Analyse why different scaffolding strategies might be effective and any potential challenges to promoting a low-threshold-high ceiling approach. |

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