Intensive Training and Practice week 3

*Theme:* Adaptive Teaching

*Focus*: Scaffolding learning and adapting resources to meet the needs of the learners to ensure access to a rich curriculum for all

Date – Week beginning 3rd March 2025

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**Rationale**

Intensive Training and Practice (ITAP) is designed to immerse student teachers in foundational aspects of the curriculum. It provides an opportunity to focus on specific, pivotal areas. Intensive training and practice should also build powerful links between evidence-based theory and practice. The weeks are designed to immerse student teachers in their learning through a range of activities and classroom experiences linked to the weekly focus. These weeks will focus on:

* Theme: Positive classroom environments
  + Focus: establishing a supportive, inclusive and predictable environment for learning
* Theme: How children Learn
  + Focus: supporting retrieval of prior knowledge to support new learning
* Theme: Adaptive Teaching
  + Focus: scaffolding learning and adapting resources to meet the needs of the learners to ensure all learners have access to a rich curriculum
* Theme: Inspiring learning
  + Focus: using powerful analogies, illustrations, explanations, demonstrations and/or alternative learning spaces

Each week will be a blend of university and school-based learning. Aligning with the Grossman model (2018), a set structure has been developed which will consist of:

* Expert theoretical and practical input by university tutor(s) and expert colleagues with critical analysis of theory and literature;
* Focused observation and deconstruction of teaching;
* Critical analysis of observed teaching with a focus on identifying the links between theory and practice;
* Deliberate peer-to-peer practice by student teachers, with focused feedback from peers and expert colleagues;
* Preparation and practice delivery of the identified focus, with expert feedback and opportunities to repeat and improve.

The outcomes of Intensive Training and Practice (ITAP) for BSTs will include a strong grasp of the evidence base for the area concerned, and the ability to identify effective classroom delivery and to prepare and apply those aspects of teaching confidently in a range of contexts. Each ITAP week will include a built-in reflection to be recorded on Pebblepad.

# **Guidance for the week - overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Session 1**  0930-1100 | **Session 2**  1100-1400 (including lunch break) | **Session 3**  1400-1500 | **Session 4**  1500-1630 |
| Mon  **Uni – on campus** | University session | Set activities supporting engagement with literature | Peer-to-peer discussion facilitated by course tutors exploring outcomes from set activities | University session and time for **Critical analysis of learning reflection task 1** |

|  |  |  |
| --- | --- | --- |
|  |  | **1500-1630** |
| Tue  **School** | Student teachers observe a range of expert colleagues’ practice of the ITAP week focus  Focused observation and deconstruction of teaching: observing expert colleague (e.g. mentor) based on the ITAP week focus followed by professional discussion with the same expert colleague to explore their pedagogical choices | **Critical analysis of learning reflection task 2**  (protected time) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Session 1**  0930-1100 | **Session 2**  1115-1215 | **Session 3**  1215-1315 | **Session 4**  1400-1500 | **Session 5**  1500-1630 |
| Wed  **Uni - on campus** | University session exploring outcomes from observations and linking theory and practice | (Peer-to-peer) collaboratively plan whole class session | Expert colleagues join peer session to explore planning so far and discuss next steps | Peer-to-peer teach aspects of planned lesson | Finalising lesson plan |

|  |  |  |
| --- | --- | --- |
|  |  | **1500-1630** |
| Thu  **School** | Prep for taught lesson  Teach planned session, observed by mentor, followed by professional discussion with mentor  Collaboratively plan, with mentor, another lesson drawing from lesson feedback and reflections to adapt practice based on ITAP week focus | Finalising Friday’s lesson plan  (protected time) |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **1400-1500** | **1500-1630** |
| Fri  **School** | Prep for taught lesson  Teach planned session, observed by mentor, followed by professional discussion with mentor  Focused observation | University session - next steps plenary – online | **Critical analysis of learning reflection task 3**  (protected time) |

**Expectations**

## What is fixed in the ITAP week and cannot be changed?

* The day-by-day activities, as set out in the overview e.g. days cannot be swapped etc.
* Monday and Wednesday are university-based days. Tuesday, Thursday and Friday are school-based days. Each ITAP week will follow this structure.
* The theme and focus of each week are not subject to change.
* With the exception of the full university day on Monday, the final session of each day is protected time for BSTs to engage in reflection and analysis of their learning.
* Monday and Wednesday are face-to-face university days and will be held on campus. All student teachers are expected to attend.

## What is flexible in the ITAP week and can be bespoke to the school?

* On the days when student teachers are in school the activities for each day are listed and can therefore be arranged flexibly across that day according to the school timetable.
* If there is a group of student teachers across a school or MAT, they can come together to undertake activities in one school, but this is flexible and at the discretion of each school.
* The observation activities on Tuesday should ideally involve student teachers observing a range of different teachers. They should be observing parts of different lessons depending on availability, school timetables and opportunities for learning from expert practice. For example, they may observe 20 minutes of three different lessons.
* The wider reading section of the reading list is not exhaustive, and schools / mentors can direct student teachers to further literature that informs school policy and practice.
* The term *Expert colleagues* is used throughout the ITAP week documentation. This term has been used to encompass qualified teachers in a range of roles such as mentors, lead mentors, school colleagues and middle / senior leaders. It is recognised that student teachers can learn from all of these professionals, and any can assume the role of expert colleague where noted in the overview. This includes attendance at the Wednesday university session, attendance at which is therefore is arranged with the school.

## The role of the Brunel Student Teacher (BST)

* The ITAP week will provide an opportunity for a rich depth of understanding in relation to one specific aspect of the curriculum. Therefore, all activities are compulsory, and attendance and engagement are an expectation.
* In the week before the ITAP week, student teachers ensure:
  + they are familiar with all activities;
  + they have spoken with the mentor about appropriate lessons to observe on Tuesday and lead on Thursday and Friday.
* It is expected that student teachers will demonstrate their professionalism by taking ownership of their own learning.
* Student teachers should complete ITAP week reading as directed, from the reading list provided.
* Allocated time is provided for critical analysis and reflection. Student teachers should use this time for reading and writing tasks; completing these may involve study beyond the school day.
* Documentation provided in the appendices should be used for tasks throughout the week.

## The role of the mentor

* Ensure a clear understanding of the content, structure and the literature that informs the ITAP week through engagement with mentor development activities.
* All activities are compulsory, and BSTs’ attendance and engagement should be supported by mentors. Mentors should ensure the schedule for the week is followed and BSTs utilise the allocated time provided for critical analysis and reflection.
* In the week before the ITAP week, mentors should:
  + discuss all ITAP week activities with BSTs;
  + schedule focused observations for the BST (Tuesday). This should include an opportunity for the BST to observe a full lesson based on the ITAP week focus followed by a professional discussion with the teacher who delivered the lesson to explore pedagogical choices;
  + allocate time for the BSTs to teach based on the ITAP week focus (Thursday and Friday).
* Documentation provided in the appendices should be used for activities throughout the week.

## The role of Academic staff

* Academic staff will support BSTs and mentors throughout the ITAP week.
* University sessions will be led by academic staff who will also facilitate peer to peer activities.
* BSTs will be supported to make connections between theory and practice and use their experiences in school to inform future practice.
* Academic staff will support mentors in ensuring the schedule for the week is followed and BSTs utilise the allocated time provided for critical analysis and reflection.
* Academic staff will explore the impact and will quality assure the ITAP week through WPLRs, link tutor visits and tutorials.

## Unavoidable absences

Attendance throughout the ITAP weeks is compulsory and, as with all aspects of the PGCE, BSTs should demonstrate their professionalism in making every effort to ensure they attend the full week.

In the event of unavoidable absence such as serious illness the following contingency measures can be put in place:

Attend to begin with and are then absent:

* BSTs continue the week on their return and proceed as per the overview.
* University sessions will be recorded and all resources available on Brightspace.

Absent to begin with and return to school during the ITAP week:

* The BST should arrange with their mentor and school to complete the ITAP week as scheduled starting on the day of their return.
* If the ITAP week cannot be scheduled to be completed in 5 consecutive days, it can be completed over 5 non-consecutive days.
* University sessions will be recorded and all resources will be available on Brightspace.

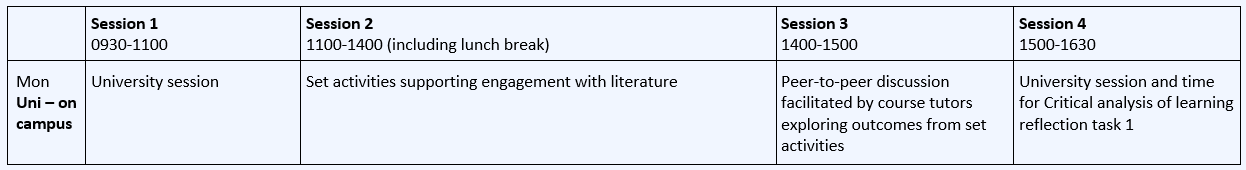
Absent for the whole week:

* The BST should arrange with their mentor and school to complete the ITAP week as scheduled on a different week as soon as possible following their return.
* If the ITAP week cannot be scheduled to be completed in one week, it can be completed over 5 non-consecutive days.
* University sessions will be recorded and all resources will be available on Brightspace.

Where possible, for the peer-to-peer activities, academic staff will connect BSTs who have been absent. However, this is not guaranteed as it may not be practical.

# Guidance for the week - day by day

## Monday



**Session 1 – Introduction to the week, exploring the focus and expectations**

Aims of the session

* To know the format of the Intensive Training and Practice week
* To explore the focus of the week
* To understand the expectations of the week
* To review what is meant by adaptive teaching, High Quality Teaching (HQT) and Inclusion, and to reflect on and share student teachers’ success in this component thus far
* To understand how scaffolding can address a range of barriers to learning
* To be equipped with a range of scaffolding strategies, physical or otherwise
* To understand that scaffolding involves planning for potential barriers to learning and responding to individual needs in the moment
* To understand the importance of having high expectations of all pupils and to not limit learning

This session will review and build on student teachers’ prior learning and their experiences in school during placement 1. Specific key ideas that are reconsidered are;

* Does the language we use matter?
* Getting to know your pupils
* Differentiation vs adaptive teaching.

Student teachers will self-reflect on their progress and thinking in these areas since September and to think ahead to placement 2.

Assessment for learning and the key role it plays in enabling student teachers to become effective adaptive teachers is explored, in addition to thinking about how assessment for learning itself may need to be adapted to enable pupils to succeed.

The session moves on to consider how adaptive teaching can address barriers to learning looking at

methods of scaffolding learning. The session will explore adaptive teaching to anticipate barriers to

learning (terminology, vocabulary, comprehension), adaptive teaching through people (discussion to support learning, flexible groups, use of teacher and TA support) and adapting resources and

activities (scaffolding, dual coding, use of resources/adapted equipment).

The session concludes with a comparative discussion between what a scaffolded activity / resource might look like as opposed to what may have been used in the past i.e. differentiated worksheets.

Links to CCF

* Learn that 5.4, 5.5, 5.1, 5.2 Learn how to 5c, 5e, 5h, 5l, 5o
* Learn that 4.4, Learn how to, 4d

**Session 2 – Set tasks supporting engagement with literature**

Student teachers will read the core readings and complete the reflection (Appendix I).

**Session 3 – Peer-to-peer discussion**

An academic tutor-led, peer-to-peer exploration of student teachers’ learning throughout the day, based on the following prompts:

* What constitutes ‘adaptive teaching’ beyond differentiated tasks and why is adaptive teaching important to an inclusive classroom?
* What different ways are there of removing barriers to learning for (all children) individuals?
* How do you balance anticipating and planning for a range of scaffolds without putting a glass ceiling on pupils’ learning?
* One question I have about the theory of adaptive teaching?
* How can you envisage adaptive teaching being successful in your subject/phase?

**Session 4 – Observation of adaptive teaching**

University taught session on observation of adaptive teaching

Aims of the session

* To understand the observation activities to be completed in school
* To review the rationale behind observations, the protocols when arranging observations and subject specific implications of classroom observations.
* To consider strategies for scaffolding learning from a subject/phase specific perspective to ensure all learners have access to a rich curriculum
* To develop subject knowledge through the lens of adaptive teaching

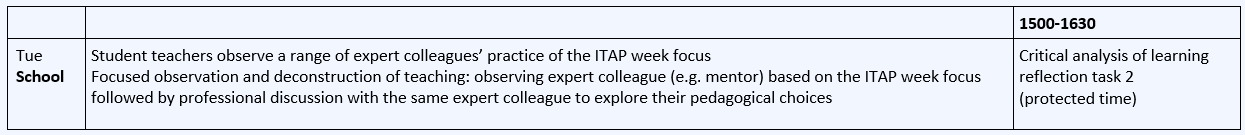
This session will commence with a recap around making the most of classroom observation ensuring all student teachers are prepared for the next day see Appendix II, Appendix III and Appendix IV. In subject/phase groups, student teachers will explore different strategies for adaptive teaching and scaffolding learning with a subject/phase specific focus.

The remainder of the session will be an opportunity for BSTs to complete the Critical analysis of learning task 1 (Appendix I).

Links to CCF

* Learn that 5.4, 5.5, 5.1, Learn how to 5e, 5h, 5i, 5k, 5l, 5o
* Learn that 4.4, Learn how to, 4d
* Learn that 3.3, Learn how to, 3a.

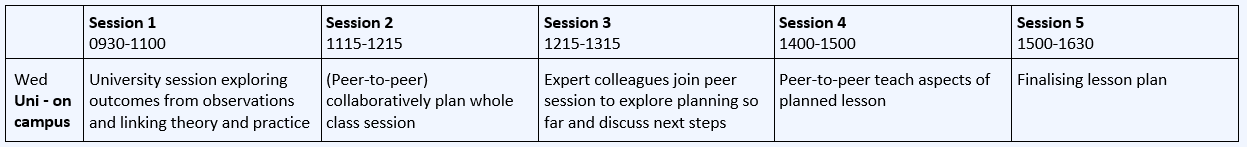
## Tuesday



In school all day - these activities can be arranged based on your school timetable and can be completed in any order

* As suited to the school timetable, student teachers should observe a full lesson taught by an expert colleague focused on adapting teaching to meet the needs of the children in the class with a focus on the use of physical scaffolds. The same expert colleague should then have time with the student teacher for a professional discussion about the observed lesson, exploring the pedagogical choices that were made during the planning and teaching processes with a focus on adapting teaching with physical scaffolds. Student teachers will use the prompts in Appendix II to complete Appendix III. The prompts in Appendix II should be shared in advance.
* Student teachers should also observe a range of expert colleagues teach using adaptive scaffolds to support new learning. These observations should be 20-30 minutes in different lessons to allow the student teachers to observe adaptive practice using physical scaffolds to support new learning from a range of expert colleagues. Student teachers can learn from observing colleagues in a variety of subjects and age groups - it is the adaptive teaching skill that is the focus rather than the subject specificity.
* Alongside the expert colleague they will be working with on Thursday, student teachers should schedule the adapted teaching session they will be observed during and ensure that they understand: what scaffolding is, how this is applied without putting a ceiling on learning, as well as if and how scaffolding should be removed. BSTs do not need to plan the actual activity at this stage as this will be the focus of tomorrow's university day.
* Student teachers will be expected to begin to make connections between theory and practice. At the end of the day, they will have protected time to engage with a task that supports further critical engagement with theory and practice (Appendix IV).

## Wednesday



**Session 1 – Reflection on theory and practice**

University taught session reflecting upon observations by linking theory and practice. Student teachers will discuss with Academic Tutors and peers the outcomes from their school-based observations. Discussions will focus on the observation prompts in Appendix II. Student teachers will explore the classroom practice observed making connections between their observations and the academic reading.

**Session 2 – Peer-to-peer collaborative planning**

Aim of the session

* To understand how to plan an effective lesson using physical scaffolds.

In groups, student teachers discuss and explore strategies and techniques they observed in school and learning they have gained from the literature that will support their planning of a lesson focusing on adapting practice using physical scaffolds. Each student teacher plans their teaching for Thursday, drawing from the support of the group for discussion and sharing of ideas.

In groups, BSTs discuss and explore strategies and techniques they observed in school and learning they have gained from the literature that will support their planning of adaptive teaching. Each BST should bring their skeleton plan for Thursday and use the session to refine the lesson plan focussing on how this will ensure the lesson is inclusive and provides high levels of support and challenge. BSTs should complete planning on the BUL lesson plan

**Session 3 – Expert colleagues join to explore planning and discuss next steps**

School and university colleagues join student teachers. Student teachers share their planning so far, focusing on the strategies and techniques they will use to develop the use of physical scaffolds.

Colleagues give feedback and feed forward, supporting the student teachers to develop their plans accordingly.

All planning should be completed on Brunel University documentation.

**Session 4 – Peer-to-peer teaching of planned lesson**

Aims of the session

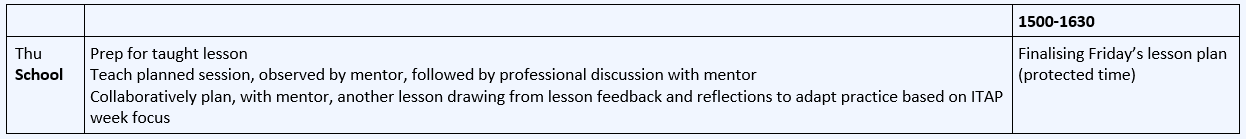
* To rehearse planned scaffolded lesson
* To support planning by providing and responding to formative peer assessment

Student teachers rehearse the aspect of their planning related to the ITAP week. For example, move into groups of 3 to form learning triads, where one student teacher is the learner, another is the teacher and the third is the observer. Student teachers take turns to assume each role to rehearse their use of physical scaffolding, to support new learning in a safe space and to receive feedback from peers. (Appendix V).

**Session 5 – Lesson Plan**

Student teachers will use Appendix VI to finalise their lesson plan which they will be teaching on Thursday.

## Thursday



In school all day

As suited to the school timetable, student teachers teach their planned lesson. They should be observed by an expert colleague with a focus on the activities they planned on Wednesday - adaptive teaching: scaffolding learning to meet the needs of the learners to ensure all learners have access to a rich curriculum.

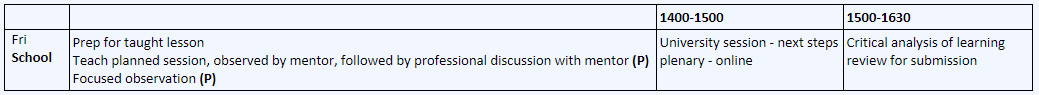
This is formally observed, and the expert colleague should record this observation on the BUL lesson dialogue record (LDR) Appendix VII.

The student teacher should complete their reflections and evaluations of their lesson on their planning proforma. (Appendix VI.)

The expert colleague and student teacher should then engage in a professional discussion following the taught lesson, exploring strengths and areas to develop with a specific focus on scaffolding learning.

The student teacher should then draw from the feedback and feed forward to plan for teaching on Friday, again using Appendix VI. There is protected time at the end of the day for student teachers to finalise this lesson plan.

## Friday



In school all day

As suited to the school timetable, student teachers teach the planned scaffolded lesson as scheduled. They should be observed by an expert colleague with a focus on adaptive teaching: scaffolding learning to meet the needs of the learners to ensure all learners have access to a rich curriculum.

This is formally observed, and the expert colleague should record this observation on the BUL lesson observation form (Appendix VII).

The student teacher should complete their reflections and evaluations of their lesson on their planning proforma (Appendix VI).

The expert colleague and student teacher should then engage in a professional discussion following the taught lesson, exploring strengths and areas to develop with a specific focus on scaffolding learning to meet children’s needs**.**

**2–3pm: Next steps plenary (online)**

An AT led, peer to peer exploration of student teachers’ learning across the week. Include discussion prompts:

* Examine what you learned about (physical) scaffolds from teaching your lesson and how your experience may differ from that of an experienced teacher
* Explore the specific challenges children faced when engaging with (physical) scaffolds in your lesson and how these align/misalign with the literature
* Using the literature, critically analyse your learning across the week including the implications for your future practice and why, eg when and how should you remove the physical scaffolds?
* Common factors established from working with and observing expert colleagues
* Learning gained from own experience
* Key development points from my own practice

**3-4.30pm: Critical analysis of learning review (protected time)**

The day will end with a task that supports further critical engagement with theory and practice (Appendix VIII).

# **References**

This is an indicative reference list of the literature that has informed the ITAP week. All readings are available through open access.

**Key Readings**

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](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducationendowmentfoundation.org.uk%2Fnews%2Fscaffolding-more-than-just-a-worksheet&data=05%7C01%7CE.Arblaster%40bathspa.ac.uk%7C41f967c9829a4ffc297a08dbc0ea8150%7C23706653cd5745049a590960251db4b0%7C0%7C0%7C638315885641633621%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=FXuJqUcbZ41IzKZ4rXy6IoK7qC9Ib6pylNVpkfrypdo%3D&reserved=0) *(*Accessed: 29 September 2023)

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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)

Hardy, I., Meschede, N. & Mannel, S. (2022) ‘Measuring adaptive teaching in classroom discourse: Effects on student learning in elementary science education’ Available at: <https://www.frontiersin.org/articles/10.3389/feduc.2022.1041316/full> (Accessed: 17 October 2023)

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Vaughn, M,. Parsons, S, & Massey, D, (2020) Aligning the Science of Reading With Adaptive Teaching Reading Research Quarterly, 55(S1) pp. S299–S306 | [Aligning the Science of Reading With Adaptive Teaching - Vaughn - 2020 - Reading Research Quarterly - Wiley Online Library](https://ila.onlinelibrary.wiley.com/doi/10.1002/rrq.351) © 2020 International Literacy Association.

**Further Reading**

Brennan, A. & King, F. (2022) Teachers’ experiences of transformative professional learning to narrow the values practice gap related to inclusive practice, *Cambridge Journal of Education, 52:2*, pp. 175-193, DOI: 10.1080/0305764X.2021.1965092 (Accessed: 17 October 2023) <https://doi.org/10.1080/0305764X.2021.1965092>

The National College. What is adaptive teaching and why is it so important? (no date) Available at: [https://nationalcollege.com/news/what-is-adaptive-teaching-and-why-is-it-so-important](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnationalcollege.com%2Fnews%2Fwhat-is-adaptive-teaching-and-why-is-it-so-important&data=05%7C01%7CE.Arblaster%40bathspa.ac.uk%7C41f967c9829a4ffc297a08dbc0ea8150%7C23706653cd5745049a590960251db4b0%7C0%7C0%7C638315885641633621%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=K27ZyN08TTjOJXC5u3mJeLttRULSJoi9BlwUj77lNDY%3D&reserved=0) (Accessed 27 September 2023)

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# 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: DOI: [10.1080/00131911.2020.1722065](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1080%2F00131911.2020.1722065&data=05%7C01%7CE.Arblaster%40bathspa.ac.uk%7C41f967c9829a4ffc297a08dbc0ea8150%7C23706653cd5745049a590960251db4b0%7C0%7C0%7C638315885641633621%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=802kY14gOYRkPGPleZIh%2F6Z8d889TL6h1VE9%2FBDtAhQ%3D&reserved=0) (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?** |
|  |
| **Why and how should we remove physical scaffolds?** |
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| **Why should scaffolds be both planned and contingent?** |
|  |
| **Key learning point 1** |
|  |
| **Key learning point 2** |
|  |
| **Key learning point 3** |
|  |
| **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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# Appendix II: Observation prompts for BSTs linked to the ITAP week focus

These prompts are specific to the scaffolding practice observations. They are designed to give focus to the observation and should be considered when completing the observation form in *Appendix III.*

1. What scaffolding approach(es) did you observe and how did you know it was scaffolding practice?
2. At what point(s) in the lesson did it take place?
3. In what way did the scaffolding make the lesson accessible for all children? What was the scaffold and how was it used?
4. How was the scaffold applied?
5. How did the scaffold contribute to pupil success?
6. Was the scaffold removed, if so, when, for whom and why?

# Appendix III: Lesson observation form for focused lesson observation by Student Teachers (upload to pebblepad)

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| --- | --- | --- | --- |
| Day/Time: |  | Subject: |  |

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| --- |
| **What is the focus of this observation? (Refer to the prompts in appendix II to support your observation)** |
|  |
| **What do you notice during the lesson?**  *Keeping in mind the focus of your observation, what does the teacher say/do? What do the children say/do? How is learning taking place? What does it look like? Remember: there is a lot going on in every part of a lesson! Keep to your chosen focus.* |
|  |
| **What have you learned?**  *How has observing this lesson/this part of the lesson supported your understanding of this particular focus? Note down the aspects of the lesson you will try to bring into your own practice in the next lessons you teach. Are there any follow up activities you now need to take as a result of this observation? Consider how your thinking has changed as a result of observing this lesson/part of the lesson.* |
|  |
| **Questions**  *What questions would you ask your mentor about what you observed? These could relate to their pedagogical choices or the needs of specific children.* |
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# Appendix IV: Student Teacher notes on post lesson discussion with an expert colleague and Critical Analysis of Learning – Reflection Task 2 (upload to pebblepad)

Use key points from your full lesson observation, alongside the questions below, to discuss pedagogical approaches used by the expert colleague. This should include discussion around why they selected the specific tasks, how they adapted them to meet the needs of all children etc. It should also give the expert colleague an opportunity to explain how their beliefs about how children learn influence their pedagogical choices.

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| --- |
| **Reflection prior to the discussion with the expert colleague:**  **Following the observations of expert colleagues, what did you learn about the use of scaffolding to support learning?** |
|  |
| **Reflections during the discussion with the expert colleague:**  **What barriers to learning did you plan to address? How did you know who to give scaffolding to specifically focus on and how will this connect to new and existing learning?** |
|  |
| **What scaffolding approaches did you use and how did this specifically support children to access the same learning outcomes?** |
|  |
| **Did you use both planned and contingent scaffolds? Why?**  **What scaffolds did you use to achieve a common instructional goal?**  **Were there any scaffolds you planned to use and then didn’t?**  **Were there any contingent scaffolds you used as a result of formative assessment?** |
|  |
| **Did you remove/fade scaffolds? Why and how did you choose to do that?** |
|  |
| **How did you adapt your discourse with children eg questioning, refocusing, simplifying language? What were the challenges to that? What helped?** |
|  |
| **How do you know that all children were able to access your high-quality teaching?** |
|  |
| **Additional questions and responses (BSTs should add their own here):** |
|  |
| **Preparation for Thursday’s lesson (in conversation with the class teacher):** |
| When will the lesson be taught and for how long? |
| What physical scaffolds will you use? |
| How will this be adapted during the lesson? |
| How/when will the scaffolds be removed/reduced? |
| How will you model the use of the scaffold? |

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| **Critical analysis of learning task 2** |
| Critically analyse and reflect on the teaching you have observed today in light of your reading using the following prompts in no more than 500 words:   * How did the scaffolding practices you observed relate to the literature you engaged with? * What are the tensions between theory and practice? * Did the lesson/s you observed and the professional dialogue you had with expert colleagues raise any questions about the theory? |

# Appendix V: Student Teacher summary feedback from peer-to-peer teach (upload to pebblepad)

Rehearse your teaching (as per the activity) with two peers. As a group, critically reflect and note down two strengths and one area to develop in your practice.

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| --- | --- | --- |
|  | **Strengths** | **Areas to develop** |
| **BST** |  |  |
| **Peer 1** |  |  |
| **Peer 2** |  |  |

# Appendix VI: Lesson plan and post lesson critical reflection (upload to pebblepad – for Thu and Fri)

*This document supports your thinking and preparation for teaching. It must be completed before the teaching takes place.*

**Individual Lesson Planning Template**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Foci (to be taken from previous lesson evaluations and/or the current WPLR): | | | | | | | |
| National Curriculum reference | Intended learning outcomes (I.L.Os): | | Related success criteria: | | | Class/Year group: | Date:  Time: |
| Subject: | Length: |
| Resources/ICT/Health and Safety including risk assessment where needed: | | Opportunities for cross curricular links/lit/num: | | | Behaviour for learning strategies: | | |
| Pupils’ prior knowledge and learning: | | | | | | | |
| Action points from previous lesson evaluation (including consideration for specific children: i.e. *more able, pupils with SEND,EAL)*: | | | | | | | |
| Subject specific vocabulary: | | | | Possible misconceptions: | | | |

**LESSON PROGRESSION** (add additional rows as appropriate)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approx. timings | Intended Learning outcomes  *(What do I want the pupils to learn?)*  ***Intent*** | Main teaching, activities, organisation, and homework  *(How do I want all the pupils to learn?)*  ***Implementation*** | Adaptive teaching  (*How will I ensure specific groups of pupils will access the learning? To include additional adult support)* | Assessment opportunities including key questions  (*How will I/the children know what has been learnt? Refer to whole class, individuals and an identified focus group here - who, what and how?)* ***Impact*** |
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**Lesson evaluation for the class against the Intended Learning Objectives (to be completed after the lesson):**

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| **Whole class:**  **Individual pupils:**  **Action points for learning for the subsequent lesson:** |

**Lesson evaluation in relation to your current Professional Learning Foci (Student Teacher) – here, you could also reflect on foci relating to the curriculum components (professional behaviours and responsibilities; subject, pedagogical and curricular knowledge; how children learn; planning for learning; adaptive teaching and inclusion; assessment of children; managing behaviour and the environment for learning; pupil health and wellbeing)**

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# Appendix VII: Lesson observation form for expert colleague observing Student Teachers (upload to pebblepad)



**Lesson dialogue record (LDR)**

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| Documents to be provided in advance of the lesson by the Student Teacher: | | | | |
| Lesson plan (to be annotated on by observer) |  |  | Resources (as appropriate) |  |
| Information on pupil groups  (SEND; EAL; able; FSM/PP) |  |  | Seating plan (as appropriate) |  |
|  |  | Annotated version of previous lesson plan and evaluation (as appropriate) |  |

Part A: To be completed by the Student Teacher before the lesson:

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| --- | --- | --- | --- |
| Name |  | School |  |
| Subject area |  | Date of |  |
| Time of lesson |  | Sequence of lesson |  |
| Observer |  | Key stage/ Year group |  |
| Teaching space |  | Number of pupils |  |
| Professional Learning Foci (related to the Tracking Progress Document and taken from the WPLR | | | |
|  | | | |

Part B: To be completed by the observer after the lesson:

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| Summary comments on the extent to which the lesson ILOs have been met. Also where appropriate, comment in relation to the curriculum components (Professional behaviours and responsibilities, Subject, pedagogical and curricular knowledge, How children learn, Planning for learning, Adaptive teaching and Inclusion, Assessment of children, Managing behaviour and the environment for learning) |
|  |

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| --- | --- |
| Summary comments on how the student teacher has demonstrated progress in relation to their Professional Learning Foci. | |
|  | |
| Comments to inform next week’s Professional Learning Foci (to guide discussion in WPLR meeting) |
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| **Post observation discussion with observer and student teacher** |
| In post lesson discussion please consider the most successful aspects of the lesson (up to three), how effectively the student teacher addressed their lesson observation focus and how their practice was informed by learning from university sessions.  In discussion with the student teacher, identify up to three areas for development to inform their future teaching / reflective review targets, linking these to the relevant curriculum component. |

# Appendix VIII: Critical analysis of learning task 3 (upload to pebblepad)

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| Critically evaluate your chosen strategies for Scaffolding Learning in the classroom. In no more than 500 words, use the following prompts to critically analyse your learning for the week:   * How did the scaffolding you used relate to the literature you engaged with? Did the lesson you taught and the professional dialogue you had with your mentor raise any questions about the theory? * What implications does your learning from the week have for your future practice? * How might the theory you engaged with and the lesson you observed inform your future practice? |
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