Scaffolding as part of our Universal Provision taken from the Teaching and Learning Policy Updated with Staff September 2022

| Dependence | Heavy guidance | Light guidance | Independence | Autonomy |
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| Works with an adult or heavy prompts and scaffolding. Needs to check in after each stage. Knowledge and skills broken down into small steps. Lots of repetition<br><br>• Modelling behaviours, regulation<br>• Access to quality interactions<br>• Stimulating learning environment<br>• Consistent routines<br>• Non-verbal<br>• Singing<br>• Key questions (planning key)<br>• Small steps to independence – check-ins<br>• Daily practice of skills and knowledge – sounds, number etc<br>• TA modelling key concepts from main input<br>• Emotions and safety<br>• Working walls<br>• Modelled texts | Shared writing or maths. Cloze exercise. Group or paired with an adult. Scribed writing or help with reading. Live marking and verbal feedback.<br><br>Word cards and apparatus. Worked on examples<br><br>• Concrete resources and manipulatives<br>• Ordering words into sentences<br>• Oral practice<br>• Hold a sentence<br>• Group text maps<br>• Laptops/iPads<br>• Whiteboards<br>• Commentary of routines and strong learning behaviours | Guided first examples, working wall prompts<br><br>Word cards, apparatus.<br><br>Live marking/verbal feedback throughout lesson<br><br>Peer feedback<br><br>Using working walls during teaching - methods<br><br>• Questioning<br>• Common misconceptions<br>• Allowing children to explore<br>• Creating opportunities for greater independence – facilitate<br>• Live marking<br>• Opportunities to respond to feedback<br>• Supported Dialogue | Working wall prompts and quality first teaching. Peer feedback. Problem solving and collaboration<br><br>• Access to continuous provision<br>• Access to learning prompts<br>• Problem solving<br>• Respond to live marking instantly<br>• How to access resources and learning environment independently<br>• Strategically removing resources of reliance<br>• Critiquing peer learning | May have task or challenge cards or a project to complete. Give a set of questions to answer. May be involved in self quizzing. Use creative skills and knowledge to apply other situations and subjects<br><br>Open ended critical thinking tasks involving problem solving and collaboration<br><br>• Prove Its<br>• Use of vocabulary – thesaurus and dictionary<br>• Child-led learning<br>• Engaging for longer periods<br>• Seeking ways to improve<br>• Resilience<br>• Innovating – breaking the rules. Be adventurous!<br>• Making connections across the curriculum<br>• Being curious! |