

Scaffolds are only effective if the student has the correct background knowledge needed to then learn a new cognitive strategy. It is important to explain new ideas in the context of what students already know, so before beginning a new task the teacher must identify what the children will need to already know in order to do what is expected, then assess to find out if they have the necessary understanding and plug any gaps that may exist.

Scaffolding needs to be temporary and adjustable. As the learner makes progress within the learning process the amount of scaffolding is reduced. In this way as the learning process progresses the difficulty of the task and the level of responsibility a student takes for the learning is increased. When a teacher feels the student is ready they need to carry out an assessment prior to independent practice taking place. Students should then be given several varied opportunities to apply the learning without the scaffolds.

This document has been created with ideas across the GSP schools

8. Provide scaffolds for different tasks.

The teacher provides temporary support and scaffolds to assist when they are doing a difficult task
A scaffold is a temporary support that is used to assist a learner.
These scaffolds are gradually withdrawn as learners become more competent, although students may continue to rely on scaffolds when they encounter difficult problems.
Providing scaffolds is part of guided practice
Scaffolds include: modelling the steps, thinking aloud by the teacher as they solve the problem, tools, prompts, cue cards check lists, or models. (Page 75-76 Barak Rosenshine's Principles of Instructions)

Scaffolding

Scaffolding is the support provided by the teacher and/or other students which allows a learner to bridge the gap between their current abilities and their intended learning goal. Scaffolds can be used in the teaching of all skills but are particularly useful or necessary when teaching higher level cognitive strategies. Scaffolding can be seen as a form of mastery coaching, where cognitive supports are given, then gradually withdrawn. It allows all students to gain access to the ideas being taught, to develop their expertise and to make steps towards increasing their fluency and understanding.

Scaffolding in Art & DT

-
- Adapted equipment- pencils, scissors
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied.
- Pre teaching / reading of concepts
- Step by step guides that use pictures
- 'Check ins' - Try to spend a few minutes with SEND children, discussing what they do understand and getting them to explain what they want to achieve by the end of the lesson. Before you leave, ask them to tell you what they are going to do next – and then after that!
- Flexibility of extending time for children who need additional support
- Give children a 'head start'. Eg mark first stage with a feint pencil line, take turns; if I do this one – you do that one
- Tools labelled
- Visual instructions and step by step guides (photos) on how to do the steps in DT
- Graphic organisers and charts of what the children need before they start
- In the planning process- task management boards, vocabulary lists
- Knowledge organisers
- Providing a checkpoint- where the teacher asks students to check-in after each 'chunk' of learning is completed.
- Filming. The teacher films themselves completing the task, allowing the students to re-watch how the task was done as they attempt to copy it themselves.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a stepby-step approach.
- • Showing outcomes from the previous lesson's work can be a useful memory aid.
- • Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

Examples of adapted equipment

Gloucestershire COUNTY COUNCIL

Advisory Teaching Servi
Physical Disabilities tea

Adapted Scissors

You may find the following scissors useful in the teaching & learning of students with poor fine motor skills &/or co-ordination. Usually blue scissors are for right-handers & green for left-handers.

	
Self-opening scissors Only use 50% of the energy required when operating regular scissors	**Long loop** - available as regular & self-opening Allows all fingers to be used giving greater power & control
	
Teaching scissors An adult is able to supply the appropriate force, guidance & placement - good for students with a tremor &/or perceptual motor difficulties	**Mini Easi-grip scissors** Self-opening scissors suitable for small hands - all fingers are used giving greater power & control
	
Self-opening Easi-grip scissors Provides more flexibility for finger/thumb placement – they can also be slotted onto a stand	**Self-opening long loop Easi-grip scissors** Provides greater support for finger position & less likely to slip out of the hands/be dropped
	

Pencil Grips

Gloucestershire COUNTY COUNCIL

Advisory Teaching Ser
Physical Disabilities te

Pencil/pen Grips & Holders

- These come in all shapes, sizes & colours
- They ensure that the grip is at the correct distance from the writing tip
- They provide a warm & comfortable surface for better tactile feedback – some people might prefer a 'jelly' texture & others a more 'matt' surface
- Textured &/or soft grips mean that fingers are less likely to slip & help with a weak or over-tight grasp
- Indents/grooves/cross guard provide a guide for finger placement - check as this may be different for right & left-handers
- A really simple pencil grip can be made by wrapping an elastic band round a pencil

Smooth Quick & easy way of making a pencil/pen/brush thicker			
	Comfort	**Ridged Comfort**	**Plastazote tubing**
Simple triangle			
	Different sizes	**Pen grippers**	**Handhugger range**
Finger indents Provides accurate finger placement & stops slipping			
	Tri go Finger tips touch the pencil surface	**Finger grips**	**Stabilo Easygraph pencils & crayons** Right & left-handed versions
Smaller-sized R/L denotes finger placement for right/left handers			