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These scaffolds are gradually withdrawn as learners become more competent, although students may continue to rely on scaffolds when they encounter difficult problems.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 Scaffolding can be seen as a form of mastery coaching, where cognitive supports are given, then gradually withdrawn.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 Music

- Pre-expose learners to the content of the lesson, e.g., show them instruments and how they are played, share clips of music
- Pre-teach musical elements and terminology.

- Music lessons can be challenging for learners with auditory sensitivity. Pre-exposure to music and/or instruments can help to prepare learners. Ear defenders can enable learners to partake in lessons with more confidence.
- Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo.
- Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts.
- Provide visual word banks
- Drip-feed key vocabulary throughout the school day, rather than limiting references to specific music lessons. Discussions around music listened to during assemblies or in other curriculum areas can help to embed this language.

- Taken from NASEN teacher handbook for SEND

Useful websites and documents

- GCC ATS advice sheets
- Teacher Handbook SEND proofed version - 20th May 2022 FINAL.pdf (nasen.org.uk)
- How to Include Kids with Disabilities in Your PE Activities (amaven.co.uk)
- Get Set for PE
- Clicker