

Intensive Training and Practice (ITaP) Adaptive Teaching






Pivotal area: Scaffolding

Key Question: ‘How do I use scaffolds as temporary supports so that pupils can successfully complete tasks that they cannot yet do independently?’

Mentor Training

PGCE: Term 2 – 5 days	ITTECF links BCU Curriculum Key Theme D and E	Practicable Skills	Contributing research and reading
BA: Year 2 – 7 days			
<p>Pivotal area: Scaffolding</p> <p>Key question: How do I use scaffolds as temporary supports so that pupils can successfully complete tasks that they cannot yet do independently?</p> <p>All learners including EAL, SEND, lowest 20%, rapid graspers.</p>	<p>ITaP Outcomes Classroom Practice Learn That</p> <p>4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases</p> <p>Learn How To Plan effective lessons, by:</p> <p>a) Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</p> <p>c) Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. Stimulate pupil thinking and check for understanding, by:</p> <p>p) Providing scaffolds for pupil talk to increase the focus and rigour of dialogue</p> <p>Adaptive Teaching Learn That</p> <p>1. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>2. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p>Learn How to Provide opportunity for all pupils to experience success, by:</p> <p>g. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations</p> <p>i. Making effective use of teaching assistants and other adults in the classroom Meet individual needs without creating unnecessary workload, by:</p> <p>k. Making use of well-designed resources</p> <p>n. Reframing questions to provide greater scaffolding or greater stretch.</p>	<p>Practicable skills:</p> <ul style="list-style-type: none"> • Map out the components of a task • Identify the difficulties pupils will encounter in a task • Provide scaffolds at an overview and detailed level • Embed scaffolding (prior to teaching in the planning stage) and use live scaffolding (during teaching) • Use different scaffolds to assist pupils' learning including <ul style="list-style-type: none"> • Visual scaffolds • Verbal scaffolds • Written scaffolds • Make decisions about when to remove the scaffolds 	<p>Aubin, G. (2022) <i>EEF Blog: Scaffolding – more than just a worksheet</i>. EEF blog: Scaffolding – more than just a worksheet EEF (educationendowmentfoundation.org.uk)</p> <p>Ball, R. and Fairlamb, A. (2025) <i>The Scaffolding Effect: Helping All Students Reach Their Potential</i>, London: Routledge.</p> <p>Bruner, J. S. (1975) Language as an instrument of thought, in A. Davies (Ed.), <i>Problems of Language and Learning</i>, London: Heinemann.</p> <p>Department of Education (2024) <i>Use of teaching assistants in schools research report</i>.</p> <p>Eaton, J. (2022) <i>EEF blog: Moving from ‘differentiation’ to ‘adaptive Teaching’</i>.</p> <p>Education Endowment Foundation (2023) 5-a-Day Reflection Tool 2023.pdf</p> <p>Education Endowment Foundation (2021) <i>Cognitive Science: Approaches in the Classroom: A Review of the Evidence</i>.</p> <p>Education Endowment Foundation (2025) <i>Deployment of Teaching Assistants Report</i>.</p> <p>Rosenshine B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</p> <p>Sherrington, T. and Caviglioli (2020) <i>Teaching Walkthrus: Five Step Guides to Instructional Coaching</i>. Woodbridge. John Catt Educational Ltd.</p> <p>Pollard, A. and Wyse, D. (2023) <i>Reflective Teaching in Primary Schools</i>. 6th Edition. Bloomsbury Academic.</p> <p>Van de Pol, J. Voman, M. and Beishuizen, J. (2010) Scaffolding in Teacher—Student Interaction: A Decade of Research. <i>Educational Psychology Review</i>, 2010, Vol. 22, No. 3 (2010), pp. 271-296.</p> <p>Wood, D. Bruner, J.S. and Ross, G. (1976) The Role of Tutoring in Problem Solving. <i>Journal of Child Psychology and Psychiatry</i>, Volume 17, Issue 2.</p>

Adapted five-stage framework

INTRODUCE 	ANALYSE 	PREPARE 	ENACT 	ASSESS 
Learning about the theory of teaching and learning	Using representations to analyse expert teaching	Use approximations to practice and get feedback	Receive support to apply learning in the classroom	Tracking trainees' growth and knowledge
<ul style="list-style-type: none"> - Lectures - Seminars - Assigned reading and research 	<ul style="list-style-type: none"> - Lesson observations - Video deconstruction - Lesson transcripts - Expert modelling - Professional discussions 	<ul style="list-style-type: none"> - Deliberate practice - Instructional rehearsal - Co-planning 	<ul style="list-style-type: none"> - Instructional coaching - Team teaching - Independent teaching 	<ul style="list-style-type: none"> - Lesson observation - Professional discussion - Critical incident - Self-reflection - Group reflection - Target setting

The adaptation of five-stage framework, drawn from research by Grossman (2018) on teaching core practices to trainees supported the design of our ITaP models and the creation of a tightly co-ordinated set of activities that bridge pedagogical theory and teaching practice. The activities chosen to address each of the five elements of the framework are a guide and may vary between ITaPs.

Intensive Training and Practice (ITaP)

Pivotal area: Scaffolding

Key Question: How do I use scaffolds as temporary supports so that all pupils can successfully complete tasks that they cannot yet do independently including pupils with EAL, pupils with SEND, rapid graspers, lowest 20%?



DAY 1: University

Learn that:

- Scaffolds can help pupils learn new concepts and apply new ideas
- Scaffolds can be embedded in planning (prior to teaching) and live (during teaching)
- Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds.
- Scaffolds should be gradually removed as pupil expertise increases.



Day 2: School

Learn that

- Observation of practice, discussing and analysing with expert colleague supports development.
- Planning and preparation enhance classroom practice

Learn how to

- Plan effective lessons, by using scaffolds, acknowledging that novices need more structure early in a domain.
- Plan effective lessons by removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.

Opportunity to ANALYSE, PREPARE and ENACT in the classroom



Day 3: University

Learn that:

- Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
- Scaffolds can help pupils learn new concepts and apply new ideas
- Scaffolds can be embedded in planning (prior to teaching) and live (during teaching)
- Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds.

Learn how to:

- Plan effective lessons, by using scaffolds when introducing a new concept or idea.
- Scaffold to meet individual needs without creating unnecessary workload.



Day 4: School

Learn that:

- Scaffolds can help pupils learn new concepts and apply new ideas
- Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds.
- Scaffolds should be gradually removed as pupil expertise increases.
- Feedback from expert colleagues supports improvement.

Opportunity to ENACT in the classroom and ASSESS impact



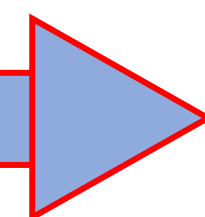
Day 5: University

Learn that:

- Reflective practice, observation and feedback enhance professional development

Learn how to:

- Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.



Assessment:

Review Meeting 2.
Critical Incident.
Scaffolding in a
Foundation Subject

**EDU5157
Subjects in Action
25-26 (incorporating
ITaP)**

BA YEAR 2

Module Learning Outcomes:

- Demonstrate secure subject knowledge in the subject area by planning for progression.
- Justify scaffolding strategies to ensure high quality adaptive teaching for all pupils.
- Critically justify the impact of scaffolding strategies on pupils' progress in the subject area.
- Demonstrate a critical understanding of the pedagogies that underpin effective learning and teaching in the subject area.

Intensive Training and Practice (ITaP)

Pivotal area: Scaffolding

Key Question: How do I use scaffolds as temporary supports so that all pupils can successfully complete tasks that they cannot yet do independently including pupils with EAL, pupils with SEND, rapid graspers, lowest 20%?

Day 1 ITaP FOCUS INTRODUCE lead lecture on

Learn that:
Scaffolds can help pupils learn new concepts and apply new ideas.
Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds.
Scaffolds should be gradually removed as pupil expertise increases.
BCU Curriculum Key Theme: A, B, C, D, E, F



Day 1 ITaP FOCUS INTRODUCE and ANALYSE subject specific scaffolds

Learn that:
Scaffolds can be embedded in planning (prior to teaching) and live (during teaching)
Adapting teaching in a responsive way, including providing targeted support to pupils who are struggling is likely to increase pupil success.
Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds.
BCU Curriculum Key Theme: A, B, C, D, E, F



**Subject specific sessions
FOCUS: subject knowledge development and subject pedagogy. Application in practice.**

Assignment Briefing

**Day 2 ITaP School (1)
ITaP ANALYSE and PREPARE**

Learn that
Observation of practice, discussing and analysing with expert colleague supports development.
Planning and preparation enhance classroom practice
BCU Curriculum Key Themes: A,B,C,D,E,F



**Day 3 ITaP
ANALYSE and PREPARE subject specific planning**

Learn that:
Scaffolds can help pupils learn new concepts and apply new ideas
Scaffolds can be embedded in planning (prior to teaching) and live (during teaching)
Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds.
BCU Curriculum Key Theme: A, B, C, D, E



Day 5 ITaP Focus ANALYSE, INTRODUCE and PREPARE

Learn that
Reflective practice, observation and feedback enhance professional development
Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
Planning and preparation enhance classroom practice
BCU Curriculum Key Theme: A, B, C, D, E, F



**Subject specific sessions
FOCUS: subject knowledge development and subject pedagogy. Application in practice.**

**Day 4 ITaP School (2)
ITaP PREPARE**

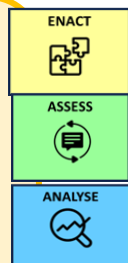
Learn that
Reflective practice, observation and feedback enhance professional development
Discussing and analysing with expert colleagues supports development
BCU Curriculum Key Themes: A,B,C,D,E,F



Day 6 ITaP School (3)

ITaP ENACT, ASSESS and ANALYSE

Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds.
Adapting teaching in a responsive way, including providing targeted support to pupils who are struggling is likely to increase pupil success.
Discussing and analysing with expert colleagues supports development
Planning and preparation enhance classroom practice
BCU Curriculum Key Themes: A,B,C,D,E,F



**Day 7
ITaP ASSESS**

Reflective practice, observation and feedback enhance professional development
BCU Curriculum Key Theme: A, C, E, F



Assessment of Learning
Planning and Essay
Justification for choices used in planning (subject knowledge development, pedagogy, scaffolding, assessment)
Critical reflection on impact on pupils' learning of use of scaffolding strategies and subject pedagogical choices.



Day 1 - University

Learn That:

- Theory informs us that scaffolding is a process that enables a pupil or novice to solve a task or achieve a goal that would be beyond their unassisted effort
- The Principles of Instruction (Rosenshine) is based on evidence that more effective teachers provide scaffolds for difficult tasks
- Providing 'scaffolding' helps pupils navigate the working memory demands of tasks
- Scaffolding can provide support at a detailed and overview level
- Scaffolds can be embedded (prior to learning) or live (during learning).
- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed
- Scaffolds are temporary supports and should be gradually withdrawn as pupils develop more competence and independence. Some pupils may require the consistent use of scaffolds to support their learning and development.

Learn How To:

- Map out components of a task, consider the difficulties that pupils will encounter and plan for scaffolding to assist their learning.
- Select the most appropriate visual, verbal and written scaffolds to assist pupils when they are being taught a difficult task or new concept.



Principles of Instruction

Research-Based Strategies That All Teachers Should Know

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

<https://teachinghow2s.com/blog/principles-of-instruction>

Rosenshine (2012) presented 10 'researched –based' principles of instruction and suggestions for classroom practice

PRINCIPLE 8
Scaffolds for Difficult Tasks

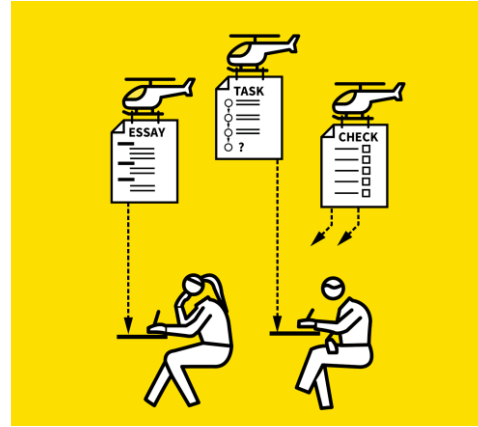
SCAFFOLDING



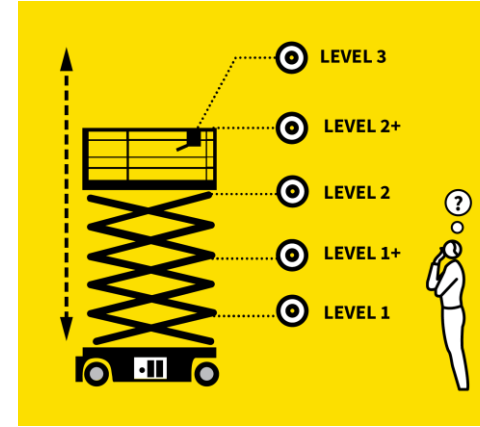
MAP OUT THE COMPONENTS OF A TASK



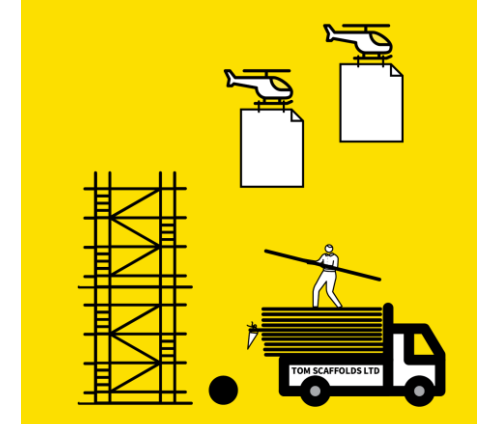
PROVIDE SUPPORTS AT A DETAILED LEVEL



PROVIDE SUPPORTS AT OVERVIEW LEVEL



PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT



TAKE THE SCAFFOLDING DOWN

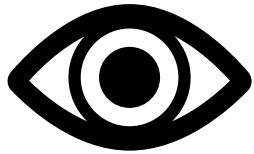


- More effective teachers successfully provide scaffolds for difficult tasks
- Rather than setting lower expectations for students, they support them to reach ambitious goals using a range of scaffolding processes that guide them forward.
- Crucially, the metaphor embeds the idea that, when ready, scaffolding always comes down.



Adapted from EEF 'Five a Day Principle' (Scaffolding)

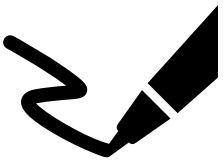
Scaffolding to support working memory



VISUAL: visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or a diagram to explain a concept or phenomenon.

VERBAL: Providing a verbal scaffold may involve introducing a tricky concept to a class or group of pupils or using questioning.

WRITTEN: written scaffolds will typically be provided for pupils to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could be a writing frame or a word bank.



Map out steps and consider the difficulties, then design scaffolds that will support pupils to overcome these difficulties

Adapt the scaffolds (some pupils may have a good foundational knowledge already)

Too much – risk overloading cognitive demands instead of reducing.

Remove scaffolds as pupils become more proficient and have demonstrated understanding





Embedded and Live Scaffolding

Scaffolding is more than just a worksheet. It is already part of most teachers' practice – or can be relatively easily added. In harnessing the full power of this strategy, we need to consider the range of scaffolds available and ask ourselves questions around how we reduce them.

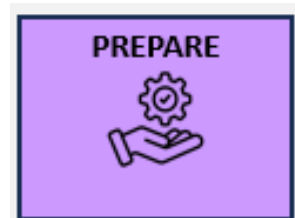
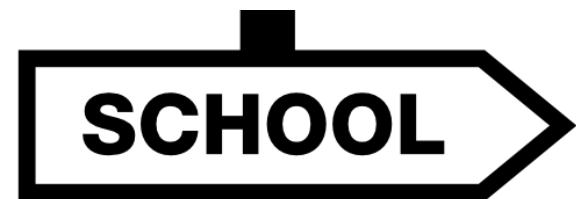
Using appropriate scaffolds can work well as a key facet of 'adaptive teaching'. Scaffolds can be **embedded** (planned prior to lessons) and provided responsively during the lesson (**live**).



- Associate teachers analyse and deconstruct a lesson plan, identifying the task or concept being introduced and scaffolds used (visual, verbal, written, other)
- Using examples from curriculum subjects and EYFS Areas of Learning other than mathematics or English/ literacy (or Phonics).

- Based on a given task or concept, associate teachers will identify the components of the task and scaffolds (visual, verbal, written, other) that could assist pupils in their learning.
- Draft a lesson plan.

BA Year 2
The Associate Teachers will complete these tasks in the subject area they have chosen as part of their Subjects in Action module. They may have chosen to study a core subject, foundation subject or R.E.



Day
2
PGCE



Observe a lesson other than Mathematics or Phonics (1 hour)

- The focus of the observation will be on the use of visual, verbal and written scaffolds.
- Complete the Associate Teacher Learning Observation form.
- Professional discussion with placement mentor about the use scaffolds in the lesson

Plan and prepare (1 hour)

- Associate teacher plan and prepare to team teach a difficult task or new concept to the whole class in a Foundation subject, Science or R.E. or within an Area of Learning other than Mathematics (or Phonics). Plan for the use of any appropriate scaffold/s (visual, verbal, written).

Team teaching (1 hour)

- Associate teacher introduces the whole class to a difficult task or new concept using scaffolding to assist the pupils' learning.
- Placement Mentor observes AT input during lesson. Associate Teacher will continue to team teach with Placement Mentor for the remainder of the lesson.

Analyse (1 hour)

- Associate Teacher reflects on their practice and the impact of their use of scaffolding on the pupils' independent learning. Professional discussion between Associate Teacher and Placement Mentor.
- Reflect on teaching and learning from the day. What information do you need to be able to plan your lesson in university on day 3 in readiness for teaching in school on day 4?
- Focus for teaching on Day 4. Lead teaching the whole class a difficult task or new concept in a Foundation subject, Science or R.E. or within an Area of Learning (other than Mathematics or Phonics or Writing).



SCHOOL

ANALYSE



PREPARE



Day

2

BA YEAR 2

ANALYSE



Observe the placement mentor teach a lesson in their chosen subject area (1 hour)

- The focus of the associate teacher's observation will be on the use of visual, verbal, written (and other) scaffolds.
- Associate Teacher completes the Learning Observation form.
- Professional discussion between associate teacher and placement mentor about the use scaffolds in the lesson

Plan and prepare (1 hour)

- Team teaching will take place on ITaP Day 4. In preparation, on Day 2 the associate teacher prepares for the team teaching by looking at the planning in their chosen subject area, identifying the difficult task, skill or new concept they will introduce and identify scaffold/s (visual, verbal, written, other) to assist the pupils' learning. Bring the planning to the university ITaP Day 3.



Day 3 - University

Learn that

- Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.

Learn how to

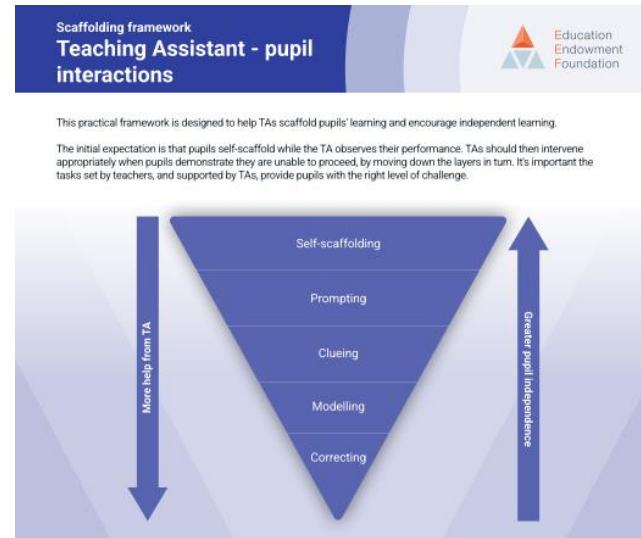
- Plan a lesson and embed scaffolds to support pupils' understanding of a difficult task or new concept.
- Prepare relevant resources (visual, verbal, written scaffolds) to assist pupils' learning during the task



Making best use of Teaching Assistants



Deployment of Teaching Assistants
Guidance Report



Use of teaching assistants in schools

Research report

September 2024

Authors: CFE Research

Self-scaffolding

Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task, problem-solve as they go, and review how they approached a task.

Prompting

TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: "What do you need to do first?", "What's your plan?", "You can do this!"

Clueing

Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) The teaching assistant's guide to effective interaction: How to maximise your practice, published by Routledge.

INTRODUCE



ANALYSE



PREPARE



PGCE – Day 3

- Review of literature on deployment of teaching assistants including *Deployment of Teaching Assistants Guidance Report* (EEF, 2025) and *Use of teaching assistants in schools research report* (DfE, 2024)

- Discussions with Lead Mentor and peers based on Day 2 in school.
- Practise planning. Associate teachers work with peers to plan a lesson, including relevant scaffolds to aid pupils' independent learning

- Planning for lesson to enact in school on Day 4.
- Prepare scaffolds to include in the lesson that will be enacted in school on Day 4
- Walkthrough planning with peers in preparation to enact in school.
- Feedback from peers and Lead Mentor

INTRODUCE



ANALYSE



PREPARE

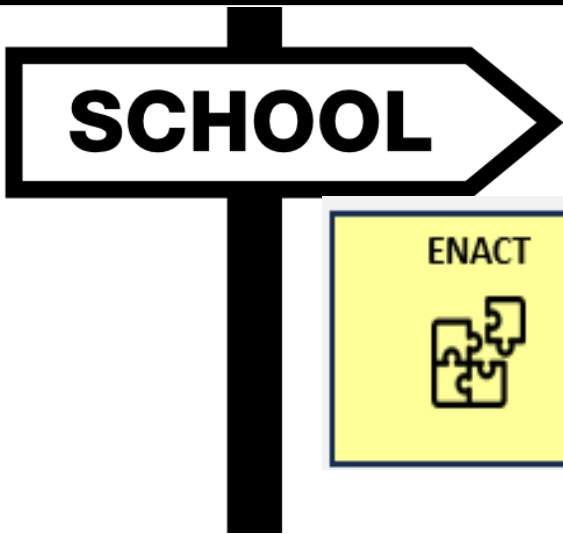


BA Year 2 – Day 3

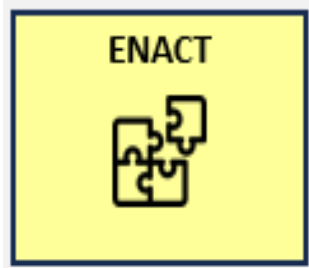
- Review of literature on deployment of teaching assistants including *Deployment of Teaching Assistants Guidance Report* (EEF, 2025) and *Use of teaching assistants in schools research report* (DfE, 2024)

- Discussions with Lead Mentor and peers based on observations carried out on Day 2 in school.
- Practise planning. Following modelling from lead mentor, associate teachers work with peers to plan a lesson, including relevant scaffolds to aid pupils' independent learning

- Planning for team teaching on Day 4 in school.
- Walkthrough planning with peers in preparation to enact in school.
- Feedback from Lead Mentor and peers.



Day
4
PGCE



Associate Teacher: independent teaching of the whole class, introducing a difficult task, skill or new concept in a Foundation subject, Science or R.E. or within an Area of Learning (other than Mathematics or Phonics or Writing).

Use of Visual, Verbal, Written (Other) scaffolds
Placement Mentor: observe and complete BCU ITaP lesson observation feedback form in the ITaP booklet.

Associate teacher: complete self-reflection on the taught lesson.

Professional discussion between Associate Teacher and placement mentor based on lesson. Targeted feedback and future target setting linked to the scaffolding ITaP.



SCHOOL

ANALYSE



PREPARE



Day

4

BA YEAR

2

ANALYSE



Team teaching (1 hour)

- Associate teacher introduces the whole class to a difficult task, skill or new concept using scaffolding to assist the pupils' learning in their chosen subject area.
- Placement Mentor observes AT input during lesson. Associate Teacher will continue to team teach with Placement Mentor for the remainder of the lesson.

Analyse (1 hour)

- Associate Teacher reflects on their practice and the impact of their use of scaffolding on the pupils' independent learning followed by Professional discussion between Associate Teacher and Placement Mentor.
- Associate Teacher identifies what information they will need to be able to plan the lesson they will lead on Day 6. Bring information to the university ITaP Day 5.
- Focus for teaching on Day 6. The Associate Teach lead the teaching of the whole class in their chosen subject area, including use of scaffolds to assist pupils' learning.



Day 5 – University: PGCE

Discuss lesson observation feedback with Lead Mentor and peers

Create a group document with examples of scaffolding enacted in practice

Present learning from the ITaP to peers and Lead Mentor and receive feedback

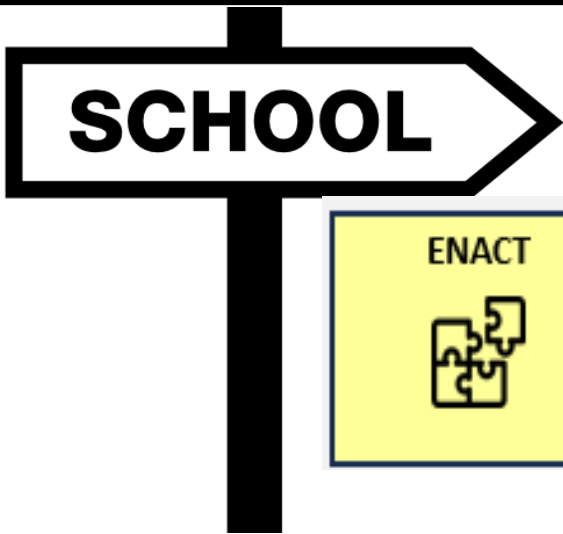
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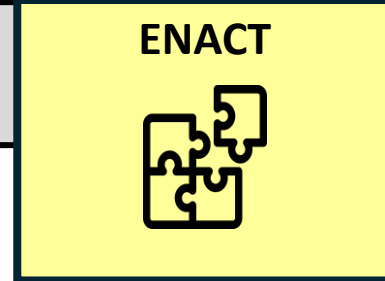
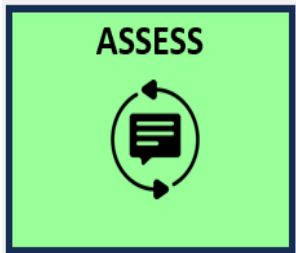
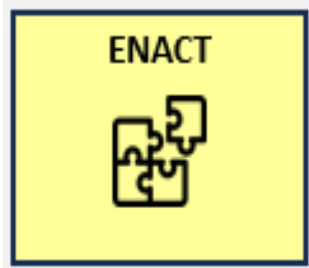
Day 5 – University: BA Year 2

Associate teachers will feedback to their Lead Mentor and peers on their team teaching in school and discuss next steps for leading the teaching in their chosen subject area.

- Planning for lesson to enact in school on Day 6.
- Prepare scaffolds to include in the lesson that will be enacted in school on Day 6.
- Walkthrough planning with peers in preparation to enact in school.
- Feedback from Lead Mentor and peers.



Day
6
BA Year 2



Associate Teacher: independent teaching of the whole class, introducing a difficult task, skill or new concept in their chosen subject area. Use of Visual, Verbal, Written (Other) scaffolds

Placement Mentor: observe and complete BCU ITaP lesson observation feedback form in the ITaP booklet.

Associate teacher: Self-reflection on the taught lesson.

Professional discussion between Associate Teacher and placement mentor based on lesson. Targeted feedback and future target setting linked to the scaffolding ITaP to support practice during SBT3 placement.



Day 7 – University: BA Year 2

Discuss lesson
observation
feedback with
peers and Lead
Mentor

Create a group document with
examples of scaffolding
enacted in practice

(informed by Van de Pol, J. Voman, M. and Beishuizen, J. (2010)
Scaffolding in Teacher—Student Interaction: A Decade of Research.
Educational Psychology Review , 2010, Vol. 22, No. 3 (2010), pp. 271-
296).



Critical Incident: PGCE

This critical incident is an opportunity for reflection on learning about modelling and guided practice and the application of this learning to a different curriculum subject.

A critical incident is an event or situation within the teaching practice that forces reflection on what happened and the response. McAteer et al (2010:107) suggest that a ‘critical incident is one that challenges your own assumptions or makes you think differently’.

This provides the opportunity to revisit the ITaP focus and enables the impact of the intense training on broader practice over a longer timeframe to be monitoring and assessed.

Critical Incident	
See it	Name it
Do it	Review it
Critical Incident Focus:	
Briefly describe the Critical Incident which stimulated your professional growth at this point in your training.	
In response to this ‘Critical Incident’, use research-informed practice to explain the professional actions you took to support your intention . <i>What is your intended outcome? What research have you undertaken to support your implementation? E.g. What new subject knowledge or pedagogical approaches have you had to consider?</i>	
What have you implemented in your practice based on your research?	
Identify the impact of your practice:	
Impact on Pupil Progress	Impact on your Professional Development
Identify the evidence you will share with expert colleagues as part of your professional discussion.	

INTRODUCE



ANALYSE



PREPARE



ENACT



ASSESS



Practicable Skills

- Map out the components of a task
- Identify the difficulties pupils will encounter in a task
- Provide scaffolds at an overview and detailed level
- Embedding scaffolds (planning prior to teaching)
- Use Live scaffolds (during teaching)

- Use different scaffolds to assist pupils' learning including
 - Visual scaffolds
 - Verbal scaffolds
 - Written scaffolds
- Make decisions about when to remove the scaffolds

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