

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 – 4 days	ITTECF links BCU Curriculum Key Theme D and E	Practicable Skills	Contributing research and reading
BA: Year 2 – 5 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.</p> <p>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>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>Eaton, J. (2022) <i>EEF blog: Moving from ‘differentiation’ to ‘adaptive Teaching’</i>. Available at: https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p> <p>Education Endowment Foundation (2023) 5-a-Day Reflection Tool 2023.pdf</p> <p>Education Endowment Foundation (2021) Making Best Use of Teaching Assistants Guidance Report. TA Recommendations Summary.pdf</p> <p>Education Endowment Foundation (2021) Cognitive Science: Approaches in the Classroom: A Review of the Evidence.</p> <p>Rosenshine B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; <i>American Educator</i> 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.

Day 1 University	Day 2 School	Day 3 University	Day 4 School (am) Online Group Meeting (pm)
<p style="text-align: center;">Lead Lecture</p> <p>INTRODUCE: Introduction to the ITaP</p> <ul style="list-style-type: none"> Theory (Ross, Bruner and Wood, Vygotsky ZPD) Rosenshine’s Principles of Instruction. Scaffolding Walkthus Embedded and Live Scaffolding Scaffolding to support working memory Visual, Verbal and Written scaffolds Scaffolding for varying levels of support and need 	<p>ANALYSE:</p> <ul style="list-style-type: none"> Observe Placement mentor teaching a difficult task or new concept in subject (other than Mathematics or Phonics) or within an Area of Learning other than Mathematics (or Phonics). Discuss lesson with Placement mentor. Record reflections on the use of scaffolds. Consider impact on pupils’ independent learning <p>PREPARE:</p> <ul style="list-style-type: none"> Plan and prepare for teaching the whole class (or group) 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). 	<p style="text-align: center;">Seminar 2</p> <p>Directed tasks reflection</p> <p>ANALYSE:</p> <ul style="list-style-type: none"> Professional discussions with Lead Mentor and peers based on Day 2 in school Analyse a given scenario with peers and practise planning, considering scaffolds to aid learning, how these will be used during the lesson and why. Consider impact of scaffolds on pupils’ independent learning 	<p>ENACT:</p> <ul style="list-style-type: none"> Independent teaching of a difficult task or new concept to the class in the associate teacher’s chosen subject. Using scaffolds to support learning Placement Mentor to observe and complete observation proforma. <p>ASSESS:</p> <ul style="list-style-type: none"> Independent self-reflection Instructional Coaching - Deconstruction and Professional discussion of lesson observation – targeted feedback and target setting
<p style="text-align: center;">Seminar 1</p> <p>INTRODUCE:</p> <ul style="list-style-type: none"> Embedded scaffolding Mapping out components of a task Visual, Verbal and Written scaffolds <p>ANALYSE:</p> <ul style="list-style-type: none"> Embedded Scaffolding. Lead Mentor. analyse and deconstruct a lesson plan created for a difficult task. With peers and Lead Mentor analyse components of a task (using examples from foundation subjects and EYFS Areas of Learning). Identify difficulties that pupils will encounter and identify visual, verbal and written scaffolds to support learning. <p>PREPARE:</p> <ul style="list-style-type: none"> Tasks for Day 2 in school 	<p>ENACT:</p> <ul style="list-style-type: none"> Whole class (or group) teaching, introducing 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), followed by team teaching. Placement mentor observe. Reflect on own practice and the impact on pupils’ learning. <p>PREPARE:</p> <ul style="list-style-type: none"> Professional discussion with the Placement Mentor. Review learning during the day and teaching. Discuss focus for teaching the 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) on Day 4 in school. 	<p style="text-align: center;">Seminar 3</p> <p>PREPARE:</p> <p>PREPARE:</p> <ul style="list-style-type: none"> Planning for teaching of lesson on Day 4, with support of peers and Lead Mentor. Preparing scaffolds to include in the lesson that will be enacted in school on Day 4 Deliberate practice –practicing with peers in preparation to enact in school. Feedback from peers and Lead Mentor Self –reflection 	<p style="text-align: center;">Seminar 4 (online) IN SEMINAR GROUPS (ONLINE)</p> <p>ASSESS:</p> <p>Peer feedback on use of scaffolds and impact on pupils’ learning . Contribute to a group collaborative document providing an overview of scaffolds used and their impact on learning..</p> <p>INTRODUCE:</p> <p>Making best use of TAs Impact of using TAs EEF Summary of Recommendation EEF scaffolding framework for TA – pupil interactions ITaP Reflection. Next steps for practice.</p>
<p style="text-align: center;">Directed task</p> <p>INTRODUCE: Read: Pages 114-115 and pages 359-360 in Pollard, A. and Wyse, D. (2023) <i>Reflective Teaching in Primary Schools</i>. 6th Edition. Bloomsbury Academic. Sherrington, T. (2019) <i>Rosenshine’s Principles in Action</i>, Melton, Woodbridge: John Catt Educational, Ltd, pages 75-76.</p>	<p style="text-align: center;">Directed task</p> <p>INTRODUCE: Read: Section 4: Managing Cognitive Load. Pages 24-36 in Education Endowment Foundation (2021) <i>Cognitive Science: Approaches in the Classroom</i>.</p>	<p style="text-align: center;">Directed task</p> <p>PREPARE:</p> <ul style="list-style-type: none"> Independent refinement of planning and resources for lesson to be enacted in school on Day 4 . 	<p style="text-align: center;">Directed task</p> <p>PREPARE:</p> <p>Read: Education Endowment Foundation (2021) Making Best Using of Teaching Assistants Guidance Report and recommendations poster to support practice in SBT2.</p> <p>ASSESS:</p> <ul style="list-style-type: none"> Critical Incident (Adaptive Teaching-Scaffolding focus). Professional discussion with Lead Mentor and Placement Mentor at Review Meeting 2



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 learners 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.

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

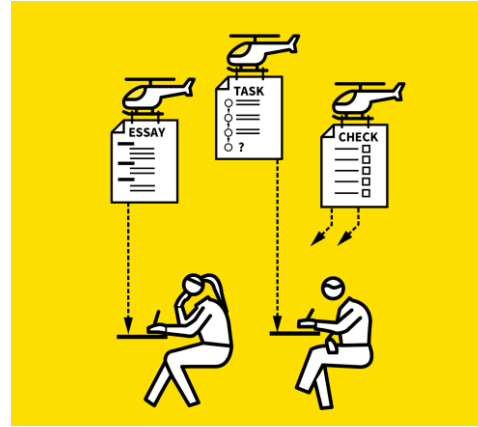
SCAFFOLDING



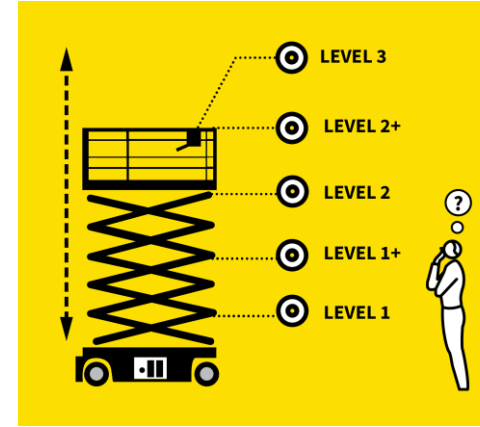
MAP OUT THE COMPONENTS OF A TASK



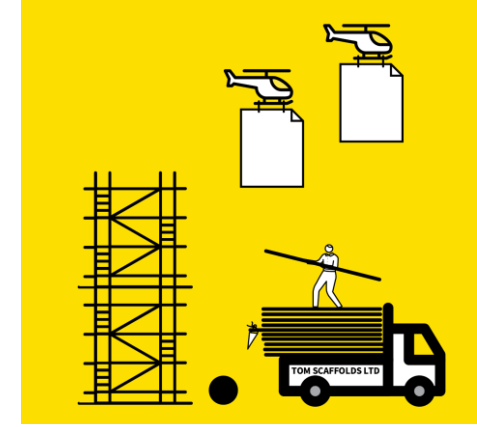
PROVIDE SUPPORTS AT A DETAILED LEVEL



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)

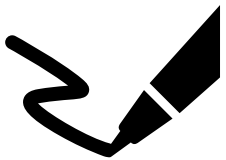
Scaffolding to support working memory



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 children may have a good foundational knowledge already)

Too much – risk overloading cognitive demands instead of reducing.

Remove scaffolds as children become more proficient and have demonstrated understanding





Embedded and Live Scaffolding

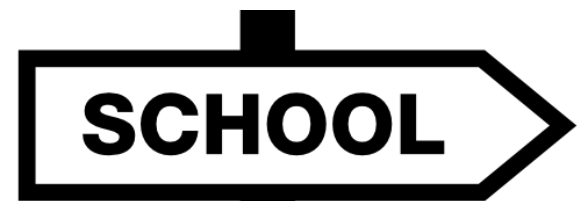
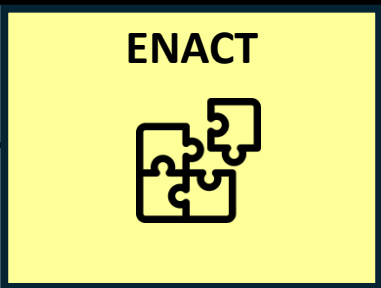
Scaffolding is more than just a worksheet. It is already part of most teachers' practice – or can be relatively easily added. In harnessing the full power of this strategy, we need to consider the range of scaffolds available and ask ourselves questions around how we reduce them.

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**).

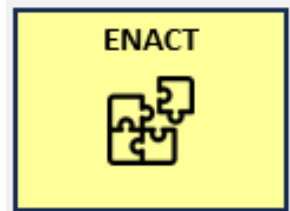
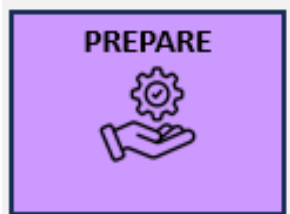


- Lead Mentor models planning.
- Associate teachers analyse and deconstruct a lesson plan and consider suitable scaffolds (visual, verbal, written)
- Using examples from curriculum subjects and EYFS Areas of Learning other than mathematics or English/ literacy (or Phonics).

- Associate teachers analyse lesson plan and break down tasks into components
- Identify difficulties that pupils will encounter and identify relevant visual, verbal or written scaffolds to assist their learning.
- Identify the scaffolds required to aid learning.



Day
2



AM: 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

PM: Plan and prepare (1 hour)

Plan and prepare to teach a difficult task or new concept to the whole class (or group) 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).

PM: Enact – introducing whole class (or group) to a difficult task or new concept using scaffolds to assist the pupils’ learning. Placement Mentor observes. Associate Teacher will continue to team teach with Placement Mentor for the remainder of the lesson. (1 hour)

Associate Teacher reflects on their practice and the impact of their use of scaffolding on the pupils’ independent learning.

PM: Professional discussion between Associate Teacher and Placement Mentor (1 hour)

Reflect on learning from the day and lesson enacted. What information do you need to be able to plan your lesson in university on day 3, for teaching in school on day 4?

Focus for teaching on Day 4. 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).



Day 3 - University

Learn how to

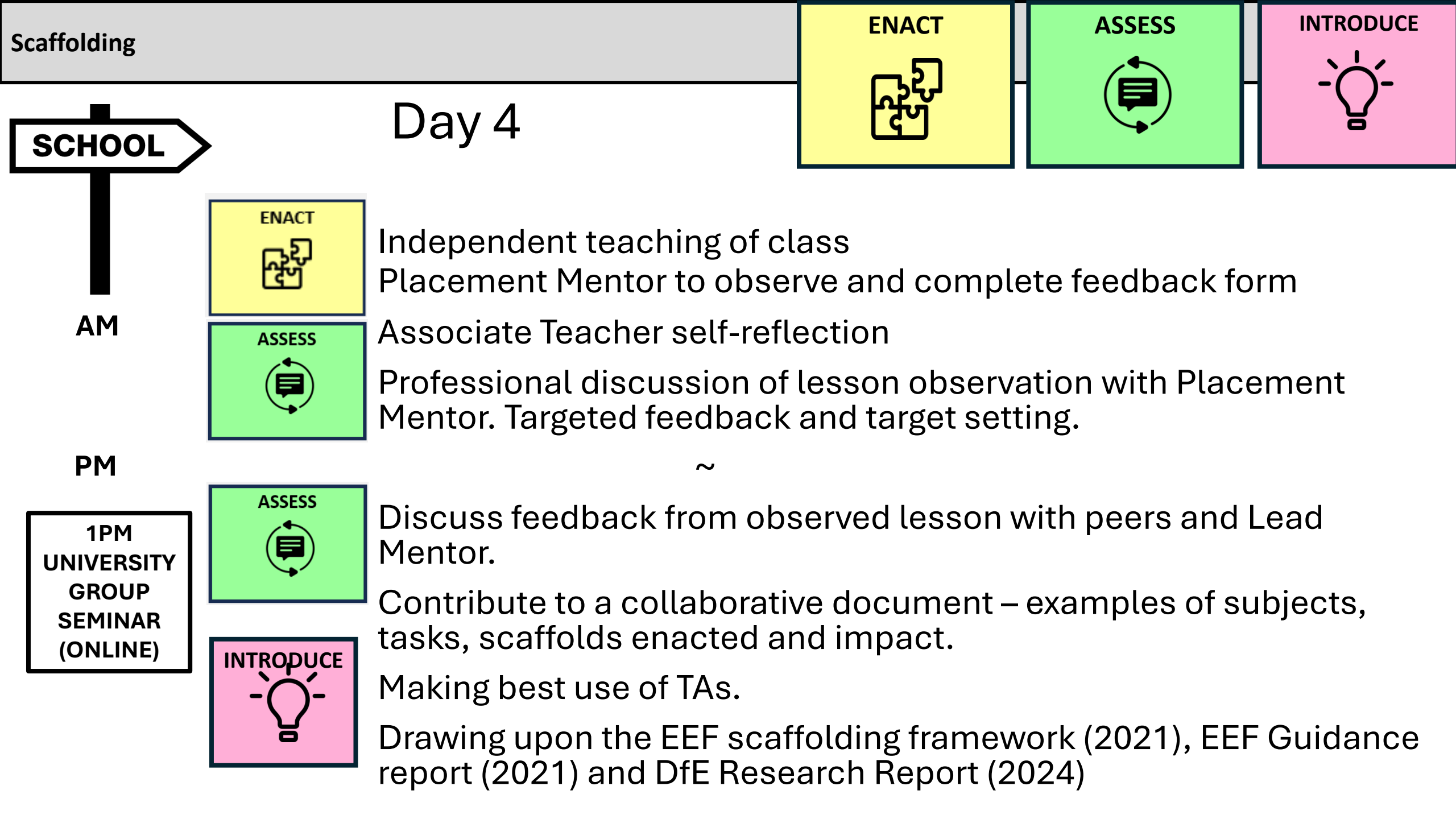
- Plan a lesson and embed scaffolds to support pupils' understanding of a difficult task or new concept.
- Prepare relevant resources (visual, verbal, written scaffolds) to assist pupils' learning during the task



- Professional discussions with Lead Mentor and peers based on Day 2 in school

- Scenario based on teaching a difficult task, new concept of skills.
- Practise - planning. Associate teachers work with peers to plan the 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
- Deliberate practice.
- Practising with peers in preparation to enact in school.
- Feedback from peers and Lead Mentor
- Self –reflection



Scaffolding

ENACT

ASSESS

INTRODUCE

Day 4



AM

ENACT

Independent teaching of class
 Placement Mentor to observe and complete feedback form

ASSESS

Associate Teacher self-reflection
 Professional discussion of lesson observation with Placement Mentor. Targeted feedback and target setting.

PM

1PM
 UNIVERSITY
 GROUP
 SEMINAR
 (ONLINE)

ASSESS

Discuss feedback from observed lesson with peers and Lead Mentor.

INTRODUCE

Contribute to a collaborative document – examples of subjects, tasks, scaffolds enacted and impact.

Making best use of TAs.

Drawing upon the EEF scaffolding framework (2021), EEF Guidance report (2021) and DfE Research Report (2024)



Day 4 (AM) – School

- Associate teacher.
- Independent teaching of a difficult task or new concept to the class in the AT's chosen subject.
- Using relevant visual, verbal, written scaffolds to assist the pupils' learning

- Placement Mentor observe the Associate Teacher and completes the Lesson Observation Feedback form
- Associate Teacher - Self-Reflection
- Instructional Coaching with Placement Mentor.
Deconstruction and professional discussion of lesson observed.
- Targeted feedback and target setting



Day 4 (PM) – University (ONLINE Seminar)

Opportunity to discuss
feedback with peers
and Lead mentors

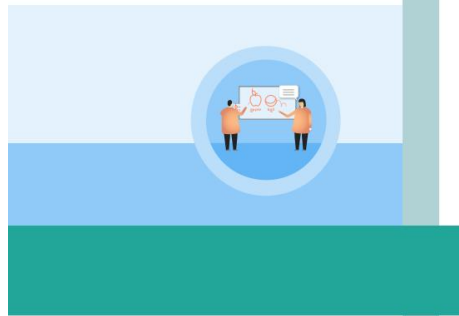
Drawing upon research
from Van de Pol et al
(2010).

Create a group document
with examples of
scaffolding enacted in
practice
Making best use of TAs



Making best use of Teaching Assistants

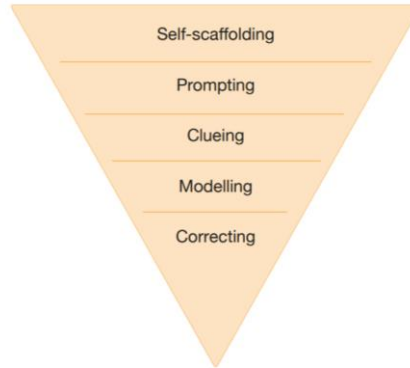
MAKING BEST USE OF TEACHING ASSISTANTS
Guidance Report



MAKING BEST USE OF TEACHING ASSISTANTS
Summary of recommendations

Sections are colour coded for ease of reference	1 The assistant can be used to deliver high-quality, targeted interventions for individual pupils	2 This is used to help pupils with low attainment to catch up with their peers	3 This is used to help pupils with low attainment to catch up with their peers	4 This is used to help pupils with low attainment to catch up with their peers	5 This is used to help pupils with low attainment to catch up with their peers	6 This is used to help pupils with low attainment to catch up with their peers	7 This is used to help pupils with low attainment to catch up with their peers	
	1 The assistant can be used to deliver high-quality, targeted interventions for individual pupils. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils.	2 This is used to help pupils with low attainment to catch up with their peers. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils.	3 This is used to help pupils with low attainment to catch up with their peers. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils.	4 This is used to help pupils with low attainment to catch up with their peers. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils.	5 This is used to help pupils with low attainment to catch up with their peers. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils.	6 This is used to help pupils with low attainment to catch up with their peers. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils.	7 This is used to help pupils with low attainment to catch up with their peers. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils. This involves working with a small group of pupils who are struggling in a particular subject or skill. The assistant should be trained to deliver high-quality, targeted interventions that are tailored to the needs of individual pupils.	

More help from TA



Greater pupil independence

Use of teaching assistants in schools
Research report
September 2024
Authors: CFE Research





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' identify the research-informed professional actions taken that demonstrated 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 steps did you take to secure the implementation of these actions? <i>What have you implemented in your practice?</i>	
Identify the impact of your practice:	
Impact on Pupil Progress	Impact on your understanding of your Professional Responsibilities
Identify the evidence you will share with expert colleagues as part of your professional discussion.	

Critical Incident

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.

INTRODUCE



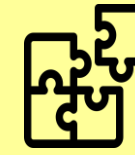
ANALYSE



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

References

Aubin, G. (2022) *EEF Blog: Scaffolding – more than just a worksheet*. [EEF blog: Scaffolding – more than just a worksheet | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet)

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