Strategies to Scaffold Learning

How can I support learners who struggle to access lessons because of literacy difficulties?

- Model the correct use of vocabulary. Show examples of common errors/misconceptions and work with learners to improve literacy within given text.
- For those with appropriate access arrangements, encourage the use of a reader to support learners in reading and interpreting large sections of text.
- Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals.
- During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.
- Consider your classroom display and how you can promote the definitions and use of Tier 2 words.
- Provide learners with a glossary of key terms which they can refer to during the lesson.

How can I support learners who struggle to retain vocabulary?

- Embed opportunities to recall key terms within lessons. Memorisation techniques such as tracked retrieval practice can give learners the opportunity to revisit topics across the curriculum.
- Provides learners with a glossary of key terms which they can refer to during the lesson.
- Use rephrasing techniques to strengthen learner answers with correct vocabulary.
- Introduce new terms slowly and rehearse news words. Get learners to interact with the key terms in various ways such as writing, speaking, mini games, questioning and more.

How can I support learners who need additional time to develop conceptual understanding?

- Model answers and get learners to look at and discuss completed examples.
- Assess and use learners' prior knowledge to create links between old and new content.
- Walk through examples together, giving learners the opportunity to ask questions.
- Address misconceptions early.

How can I support learners who struggle with attention?

- Learn what hobbies or topics the learners are interested in. Find ways to incorporate this into lessons and questions. Use learners' names in written questions to further engage them in text.
- Give clear instructions within the form of a checklist. This will break down the task into more manageable chunks.
- Praise learners on their contributions and for targets met, encourage them to continue and to have a growth mindset.
- Consider the learning environment and potential distractions and make appropriate arrangements to remove these barriers.
- Ensure instructions are clear and signposted.
- Be concise in teacher-led delivery. Chunk material in larger topics so learners can complete a range of engaging activities.
- Check in with the learners throughout the activity, initially to check they have understood the task, to praise work completed and to challenge them further.

Case Study

A learner in Year 9 with ASD, articulate and passionate about computing, was anxious about change and new environments.

Transitioning into a new year, class or seating plan were changes they found particularly difficult. The learner did not like group work, sitting next to others, sharing or learning new content. The teacher embedded the following strategies into lessons to support this learner:

- Spoke with the learner to discuss their interests and friendships. Worked with them in structuring a seating plan in advance. The learner often wanted to sit on their own and at times when this wasn't possible, the teacher spoke with them about what other options were available and gave them ownership of the appropriate solution.
- Pre-warned the learner about any assessments, topic changes, teacher/room changes. Pre-warned the learner about group activity, discussed with them alternative ways they could get involved.
- Gave the learner time out when needed.
- Incorporated learner's hobbies and interests into lesson content.
- Used praise to motivate and support the learner.
- Allowed the learner to work independently.
- Built strong positive relationships with the learner, which had the biggest impact on their engagement and willingness to try something new.
- Provided the learner with a topic list, glossary and revision slides in advance of each term.