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RESEARCH
IN BRIEF

ITaP 6 – Adaptive Practice: Scaffolding

	Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years. 2014 (updated May 2015).
Key Points from Reading	<ul style="list-style-type: none">• Family-Centred Decision-Making: Placing the views, wishes, and feelings of the child, young person, and their parents at the core of all planning and reviews.• Early Identification and Intervention: Spotting and supporting needs as early as possible to prevent barriers from growing• Inclusive Mainstream Education: Promoting high-quality teaching and inclusive practices so most children with SEND can thrive in mainstream settings.• Multi-Agency Collaboration: Requiring education, health, and social care services to work closely together through joint commissioning and local offers• Preparation for Adulthood: Focusing early planning on independent living, employment, and community participation up to age 25
Discussion Points with Student Teacher	<ul style="list-style-type: none">•

	Hattie, J. (2009) Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge
Key Points from Reading	<ul style="list-style-type: none">• Educational outcomes are maximized when teaching and learning are made explicit and 'visible'.• The research heavily favours teachers acting as "activators" of learning rather than passive "facilitators".• High-impact strategies include explicit instruction, reciprocal teaching, and setting challenging goals

Discussion Points with Student Teacher	<ul style="list-style-type: none"> Hattie emphasizes that what the teacher does—their mind-frames, credibility, and classroom interactions—matters vastly more than how the school building or schedule is organised.
	<ul style="list-style-type: none">

	<p>Department for Education (2026) <i>Every child achieving and thriving</i>. Available at: https://www.gov.uk/government/publications/every-child-achieving-and-thriving</p>
Key Points from Reading	<ul style="list-style-type: none"> Narrow to Broad: Moving away from narrow academic metrics. The focus is a broad, enriching, knowledge-rich curriculum starting from early years through to adulthood. Sidelined to Included: Refocusing inclusion within mainstream schooling. The goal is to provide stronger, early, localized support for disadvantaged learners and pupils with SEND. Withdrawn to Engaging: Rebuilding trust and active collaboration between schools, families, and local communities to combat declining attendance <p>The white paper sets explicit, measurable long-term national aspirations:</p> <ul style="list-style-type: none"> Closing the Gap: Halving the current attainment gap for pupils from low-income backgrounds. Attendance and Belonging: Boosting national attendance above 94% (recovering 20 million school days per year) and mandating that schools track pupil belonging by 2029. Early Years: Ensuring 75% of children reach a good level of development at age five
Discussion Points with Student Teacher	<ul style="list-style-type: none">

	<p>Education Endowment Foundation (2022) Five a Day Principles: Supporting High Quality Teaching for Pupils with SEND.</p>
Key Points from Reading	<p>Teachers are encouraged to use these five everyday strategies flexibly to support all students:</p> <ul style="list-style-type: none"> Explicit instruction: Teacher-led explanations, modelling, and frequent understanding checks before independent practice. Cognitive & metacognitive strategies: Managing mental overload and teaching students to plan, monitor, and evaluate their learning.

<p>Discussion Points with Student Teacher</p>	<ul style="list-style-type: none"> • Scaffolding: Providing temporary supportive tools, like writing frames, that are gradually removed over time. • Flexible grouping: Allocating students to temporary groups based on their current mastery of a specific skill. • Using technology: Employing tools like visualisers to model examples, record work, and aid student learning.
	<p>Blank M., Rose S. A., Berlin L. J. (1978a). <i>The language of learning: The preschool years</i>. New York, NY: Grune & Stratton.</p> <ul style="list-style-type: none"> •

	<p>Blank M., Rose S. A., Berlin L. J. (1978a). <i>The language of learning: The preschool years</i>. New York, NY: Grune & Stratton.</p>
<p>Key Points from Reading</p>	<ul style="list-style-type: none"> • Blank presents a foundational verbal reasoning framework widely known today as the "Blank Levels of Questioning" or the "Language of Learning" model. The book's central message is that language development in young children is not just about expanding vocabulary or grammar; it is about a child's expanding capacity to handle cognitive abstraction • the book outlines a graded hierarchy of four distinct discourse levels, tracking how typically developing children progress from concrete thinking to abstract reasoning • Blank, Rose, and Berlin advocate for structured adult-child interactions (such as during shared book reading or play). They outline strategies for adults to modify text or questioning styles to scaffold a child's entry into higher levels of reasoning. • Rather than simply telling a child the answer, teachers know how to strategically simplify the phrasing, guide the child to success, and then gently re-lead them back up the cognitive ladder
<p>Discussion Points with Student Teacher</p>	