LIVERPOOL JOHN MOORES UNIVERSITY

MENTORING MEMOS

Phase 3 Primary UG: Week 2
ITaP 6: Adaptive Teaching: Scaffolding

Phase Expectation Focus	**Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working Efficiently and maintaining high expectations?**
	Department for Education (2026) *Every child achieving and thriving*. Available at: https://www.gov.uk/government/publications/every-child-achieving-and-thriving
RESEARCH SPOTLIGHT	• **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 • **Withdrawn to Engaging:** Rebuilding trust and active collaboration between schools, families, and local communities to combat declining attendance • The white paper sets explicit, measurable long-term national aspirations: • **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	What is the attendance of the school presently? How has the school worked to maintain/improve this?
RESEARCH SPOTLIGHT	**Education Endowment Foundation (2022) Five a Day Principles: Supporting High Quality Teaching for Pupils with SEND.**
Key Points from Reading	• Teachers are encouraged to use these five everyday strategies flexibly to support all students: • **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. • **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. •
Discussion Points with Student Teacher	Consider a lesson that you have taught. Did you enable flexible groupings – was it appropriate for the activity and did it support learning of all pupils?
RESEARCH SPOTLIGHT	Blank M., Rose S. A., Berlin L. J. (1978). *The language of learning: The preschool years*. New York, NY: Grune & Stratton.
	• **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
Discussion Points with Student Teacher	Think about a conversation that you have had with a pupil today. Consider how you scaffolded their language to enable further understanding or to access more aspirational vocabulary.

Teaching Expectations	Teaching expectations for this week are only those linked to the ITaP. Full details of this may be found on the LJMU ITT website, Section B: • Complete school-based ITaP tasks. The documents for students on Canvas and for mentors on the ITT placement website in section B should be used during the week to plan your actions and support your reflections. • Student teachers will be in school on Wednesday & Thursday and should be focused on ITaP tasks. • The lesson LAF will form part of the ITaP assessment to be completed by the General Mentor.
Curriculum Professional Development Activities (CPDAs)	• For this week, the focus will be primarily on the ITaP. • Ensure you complete all of the ITaP learning activities as detailed for Wednesday and Thursday.

Reminders for Students	• Ensure you are fully prepared for the enactment part of the ITaP so you can apply what you have learned to the classroom and make strong links between

	research and teaching. **Ensure you share all ITaP information with your mentor.** • Thinking ahead to the week after ITaP week, discuss arrangements for completing the Early Reading CPDA after the ITaP week (WB 16.11) and arrange team teaching to support your two focus foundation subjects in the same week (16.11).
Reminders for Mentors	If you were unable to attend the Mentor Placement and ITaP Training on 3.11.26, **a recording is available here.** This clarifies placement expectations, the Early Reading CPDA and the Adaptative Teaching ITaP. **Adaptative Teaching ITaP** • Please discuss the ITaP expectations with your student teacher and make arrangements for them to complete the school-based learning activities on the Wednesday and Thursday. • The mentor training (3.11.26) gave an overview of this - recording is available - . Full details of expectations may also be found on the LJMU ITT website, Section B: https://www.itt-placement.com/ug-primary/course-overview.php • Thank you for all your work supporting the student teachers during the ITaP week. As with all ITaPs, please fill in the Mentor Evaluation after the ITaP is completed. • Thinking ahead to the week after ITaP week, discuss arrangements for completing the Early Reading CPDA after the ITaP week (WB 16.11) and arrange team teaching to support your two focus foundation subjects in the same week (16.11).
Key Dates	**6**.11.26 - **Early Professionalism Check** • Professional mentors are asked to complete an early professionalism check on each student teacher on Friday 6th November. This is to identify and address any early concerns to facilitate success. **Please access the short survey via Abyasa.** • Monday, Tuesday and Friday (9th, 10th and 13th November) student teachers will be in University as part of the ITaP training. They will be in school on Wednesday and Thursday (11th and 12th November) when they will be applying what they have learned about adaptive teaching to the classroom.

Education Updates	**EEF: How scenario-based professional learning can support effective adaptations in the classroom** – link – Since July, 3,000 teachers across primary and secondary schools have answered this question whilst taking part in the EEF's scenario-based training session on making effective adaptations – one of a set of ScenarioSpace training resources that were published alongside its Guide to Inclusive Teaching. **Schools Week: Government approves 'more than 9 in 10' local SEND reform plans** – link - Ministers said they would wipe 90 per cent of councils' historical SEND deficits in return for approved plans. It is estimated doing so will cost the government more than £5 billion. **TES: The kids aren't alright: is resilience to blame?** – link - Schools are facing significant problems around pupils' mental health and attendance, and political voices have pointed to a lack of resilience as the cause. But can interventions designed to boost this quality really help?

Recommended Read		Research strongly suggests that reading aloud to children, purely for pleasure, can have a positive impact on their own reading attitudes and attainment as key aspects, such as vocabulary knowledge, increase. In this gorgeous, illustrated book, we are invited to travel through the ages in the company of a 4,000-year-old yew tree named Eunice, whose perspective on time is very different from our own. Her wisdom has us pondering: why *is* humanity in such a rush lately? And how can the actions of one generation change things for those who follow?
Teaching and Thriving – The Wellbeing Pause	Student teachers, If you'd like to talk to a Wellbeing Advisor, you can: • **Book an appointment online** • Contact us by phone: **0151 231 3664** or email: **studentwellbeing@ljmu.ac.uk**	

