






Successful TA-pupil interactions provide the support pupils need, but not more than they need. This means teachers and TAs should follow the principle of giving the **least additional support first**, informed by a deep knowledge of their pupils and what they might need for a specific task. The scaffolds that are provided to pupils might be visual, verbal or written.

This framework aims to show what this might mean for TAs' work with pupils, and offers examples to demonstrate how scaffolds can be used to gradually increase pupils' independence over time. This framework can be used by TAs reflecting on their practice, teachers considering how they work alongside a TA, and by leaders who are considering how to support colleagues.

<p>Pupil works with greater independence</p> 	 <h3>Definition</h3>	 <h3>Visual scaffolds</h3>	 <h3>Verbal scaffolds</h3>	 <h3>Written scaffolds</h3>
	<h4>Self-scaffolding</h4> <p>Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolding can: plan how to approach a task; problem-solve as they go; and review how they approached a task.</p>	<p>Pupils independently create their own visual reminders. This might be a mind map to layout key information or symbols/codes that support the child to condense the learning.</p>	<p>Pupils ask themselves questions to reflect upon challenges they have encountered previously and identify strategies that may be useful: <i>"What might be tricky here?" "What are my next steps?" "Why might this be useful?"</i></p>	<p>Pupils independently create and use their own checklist of success criteria when monitoring and self-evaluating their work.</p>
	<h4>Prompting</h4> <p>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.</p>	<p>Encouraging pupils to draw upon their own knowledge to identify visual prompts in the classroom, such as task planners, a numbered list of actions, or working walls.</p>	<p>Asking questions that prompt a pupil to plan their approach to a task, including how they might overcome challenges: <i>"What will you do first?" "What will be most difficult? What could you use to help you?"</i></p>	<p>Encouraging pupils to recall written scaffolds they have previously used, including a simple writing frame or a short list of key actions to guide a pupil while they work independently.</p>
	<h4>Clueing</h4> <p>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.</p>	<p>Providing visual clues to scaffold pupils' understanding of key concepts or recall of essential information, such as manipulatives and representations in maths, images to support vocabulary learning, or simple images of events in a sequence.</p>	<p>Providing verbal clues to remind pupils to use strategies which have previously been successful: <i>"I remember that when you did this well before, you followed the writing frame..."</i></p>	<p>Providing sentence stems, word banks, or partially completed examples to help a pupil get started on a task.</p>
	<h4>Modelling</h4> <p>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.</p>	<p>Providing a visual demonstration or model of the task for a pupil to use as a basis for their own work.</p>	<p>Giving a model of a successful response to a task: <i>"If I were answering this question, my sentence starter might be..."</i></p>	<p>Providing a written worked example for a pupil to use as a basis for their own work.</p>
<h4>Correcting</h4> <p>Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, the principle of providing least help first should be considered before deciding to do so.</p>	<p>Providing annotations to identify and correct misconceptions in a pupil's work (without requiring pupils to correct these for themselves).</p>	<p>Correcting any errors or misconceptions for a pupil: <i>"I can see a mistake here, the correct response is..."</i></p>	<p>Writing the correct answer, spelling, or method for a pupil to copy.</p>	
<p>Pupil is dependent on adults</p>				