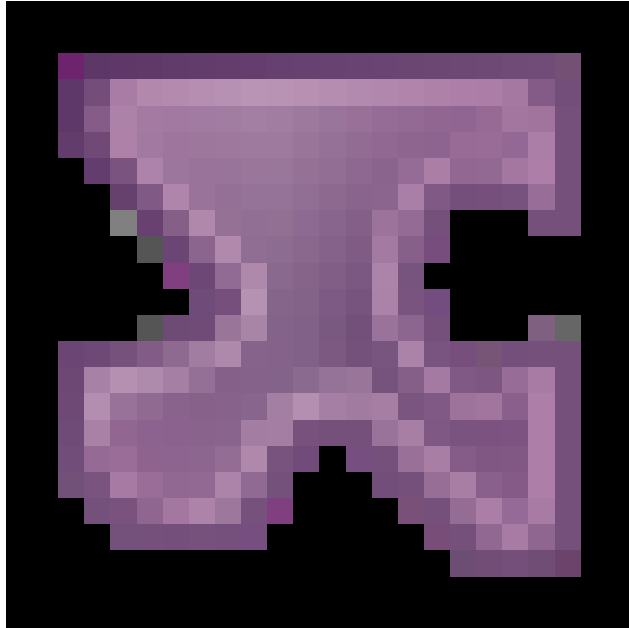


Whilst it is important to provide scaffolds when first setting up independent practice, it is important that you remove those scaffolds over time to increase the challenge and ensure pupils develop complete independence.

Choose one of the transcripts or videos below to see how a teacher removed scaffolding over time to increase pupil independence.

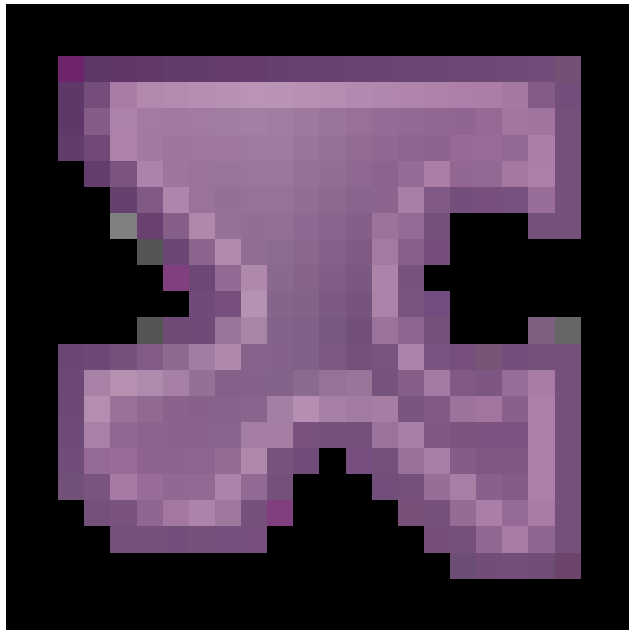
Primary Maths



Direct Link: [Removing scaffolding - Primary maths - Debra Ridley, Extol Academy Trust](#)

Transcript: [Removing scaffolding - Primary Maths - Debra Ridley, Extol Academy Trust](#)

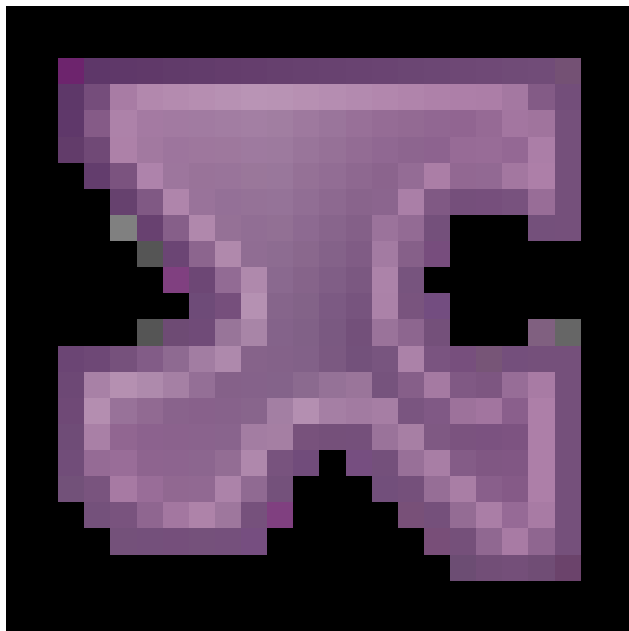
Secondary Modern and Foreign Languages



Direct Link: [Removing scaffolding - Secondary MFL - Joanna Macaulay, Northern Education Trust](#)

Transcript: [Removing scaffolding - Secondary MFL - Joanna Macaulay, Northern Education Trust](#)

Secondary History



Direct Link: [Removing scaffolding - Secondary History - Alex Fairlamb, Bishop Chadwick Catholic Education Trust](#)

Transcript: [Removing scaffolding - Secondary History - Alex Fairlamb, Bishop Chadwick Catholic Education Trust](#)

The level of scaffold and the length of time you provide pupils with will depend on the task and the pupil's current understanding. Therefore, it will most likely look different for different pupils. This will be explored further in module five.