

# Providing scaffolds through adult support

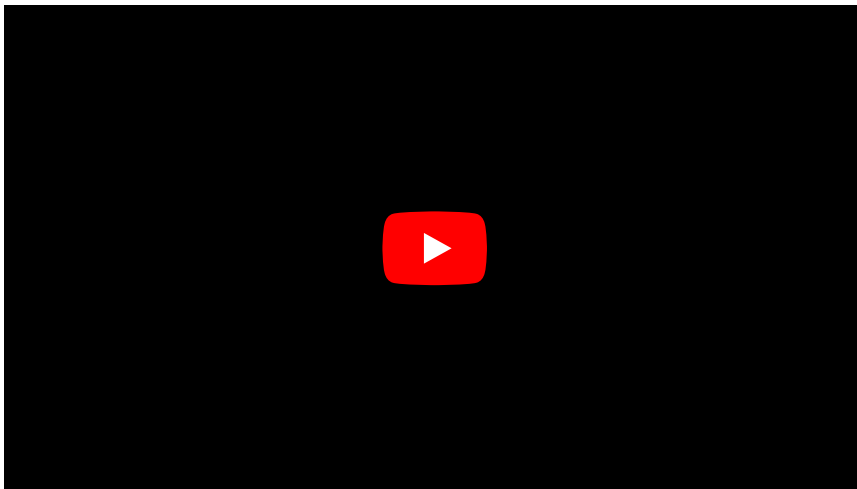
There are many ways to scaffold pupils' learning during practice, such as providing pupils with partially completed examples to reduce working memory overload or providing pupils with a checklist to prompt their cognitive and metacognitive processes, but this part of the session will focus on how working with adults can provide a scaffold to pupils.

When pupils are working on a task, either yourself or additional adults in the room can work with pupils to provide additional scaffold or further stretch. But how can you ensure additional adults are effectively supporting pupil learning?

## Utilising adult support to best effect

Research has found that teaching assistants (TAs) can have a positive impact on pupil achievement - but that this can only happen if they are given the support and tools through which to best make an impact (EEF, 2015).

Listen as Laura from the Driver Youth Trust talks about how you can effectively work with TAs and make notes on the six strategies she discusses in the [notes tab](#) (or your own notebook).



Direct link: [How to utilise TA support - Laura Dobson, Driver Youth Trust](#)

Transcript: [How to utilise TA support - Laura Dobson, Driver Youth Trust](#)

As Laura mentions, some research has found TA support to have little or no impact on pupil progress. This is often because if adult support isn't delivered in the right way, pupils can become reliant on adult prompts, reducing their ability to work independently.

Teaching assistants can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. For TAs to be able to add value, they should have planning time with the teacher so learning outcomes can be shared ahead of the lesson, as well as knowing which pupils to support and how. TAs should also be supported to work with pupils in a way that build pupils' independent learning skills.

## Building pupils' independent learning skills

Both you and your TA should aim to deliver quality additional support that builds pupils' independent learning skills. Listen as Laura talks through ways to build pupil independence when working with a group of pupils to scaffold learning. Make notes in the [notes tab](#) (or your own notebook) on the different stages of the scaffolding framework that she discusses.



Direct link to: [Working with a group](#)

Transcript: [Working with a group](#)

By using the scaffolding framework, you can support all pupils to access to a rich and inspiring curriculum, whilst demonstrating high expectations by challenging them to be more independent in their learning.

The Education Endowment Foundation has two useful documents that you may wish to read for further information about how you and your TA can effectively work with groups of pupils:

- [The scaffolding framework](#)
- [Making best use of teaching assistants](#)



## Over to you!

Choose one of the following activities to complete depending on whether you work with a TA or not.

### **If you work with a TA:**

Watch one of the videos below and consider how you are currently working with your TA and how you could improve this in your next lesson.

### **If you do not work with a TA:**

Think ahead to the next lesson you will teach where pupils might benefit from working with you and record at least two ways that you will develop their independence.

You can record your notes in the [notes tab](#) (or your own notebook).

## Early years

Direct Link: [Working with a teaching assistant - Early Years](#)

Transcript: [Working with a teaching assistant - Early Years](#)

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## Primary



Direct Link: [Working with a teaching assistant - Primary](#)

Transcript: [Working with a teaching assistant - Primary](#)

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## Secondary



Direct Link: [Working with a teaching assistant - Secondary](#)

Transcript: [Working with a teaching assistant - Secondary](#)

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