

## Working with a group

**By Laura Dobson**

A consideration to bear in mind when an adult works with a group is how are you or the TA developing independence in the pupils? How can you be sure that support is not given too soon and negatively impacting on the progress pupils are making? How can you be sure that the work the pupils are producing is their own? The Education Endowment Foundation's scaffolding framework for teaching assistants and pupil interactions provides an effective model for both teachers and TA's to use to ensure pupil independence is developed when working with an adult. It is a framework consisting of five layers that should be followed sequentially depending on the pupil's performance. The framework consists of the five following stages:

1. **Self-scaffolding** – this is the first stage. At the beginning of a task, adults should observe the pupil whilst they begin. This provides pupils with processing time
2. **Prompting** – this is the second stage. If necessary, the adult should provide prompts to support the pupil if they get stuck such as, what do you need to do now? how are you going to approach this? you can do this.
3. **Clueing** – this is the third stage. If prompts aren't enough, the adult can provide clues such as, where can you find the information you need? How have you done this before?
4. **Modelling** – this is the fourth stage. If clues aren't enough, the adult can model what pupils need to do, articulating the steps clearly for the pupils to implement immediately afterwards
5. **Correcting** – this is the final stage and should only be used where absolutely necessary. This stage is where no independent thought is being developed. This can be useful occasionally for developing confidence but, where possible, adults should only drop down as far as the modelling stage to encourage some level of pupil independence.