Scaffold and Challenge in Learning at Long Lane

Equity and Liberation through Inclusion

Inclusion is not just an add on to us; it is integral within our whole school ethos. At Long Lane we strive to support pupils seamlessly with the reasonable adjustments that they need in a discreet and inclusive manner.

We are committed to providing an equitable approach to education, ensuring that all children have what they need to achieve the same goals and access the same opportunities wherever possible.

We recognise that true inclusion goes beyond differentiation. By offering reasonable adjustments as part of universal provision, we create an environment where needs can be identified early and supported effectively. This approach also ensures that pupils who require additional support do not feel different or isolated.

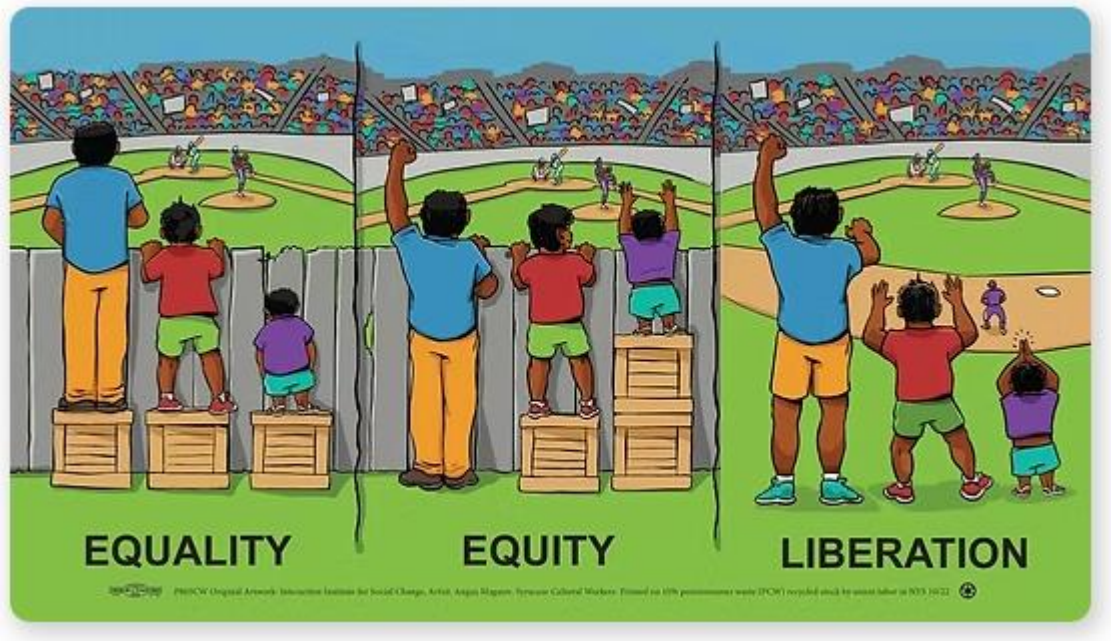
We achieve this through a broad and varied curriculum that is:

- Essential for some
- Supportive for many
- Engaging and enjoyable for all

In doing so, we create a learning environment where every child can thrive, feel valued, and succeed.

For example, resources such as ear defenders, Ace dictionaries, classroom supports and movement breaks are available to anyone and are planned into class routines.

We call this approach ***'Liberation'*.**



Supporting Every Child to Succeed

Understanding Scaffolding, Challenge & Support in the Primary Curriculum

What do we mean by *Scaffolding*?

Scaffolding means giving children the **right support at the right time** to help them learn something new. It is also a process by which a teacher adapts their lesson to ensure that all

learners can take part and succeed in the learning. This could be through adapting questioning, tasks or providing supportive resources (such as writing frames, Ace dictionaries, supportive planning docs or maths concrete resources) in order to meet the goals of the lesson. Adult support will be deployed where it is most effective. Regardless of whether a child needs additional support in the classroom, it is important that they can work independently (with scaffolds). For children to do this, it is imperative that the level of work is correctly pitched to suit the learning (hence scaffolds or differentiation of a task).

👉 It helps children:

- Understand new ideas and concepts
- Build confidence and therefore have better engagement in class *(missing less learning)*
- Work towards independence *(which is a skill that every child should be able to achieve if the task or environment is set right)*.

🧠 Think of it like learning to ride a bike:
Support is there at the start… and gradually removed as confidence grows. *If school starts to remove a scaffold, it is because this is no longer needed and the child is progressing effectively in this area*.

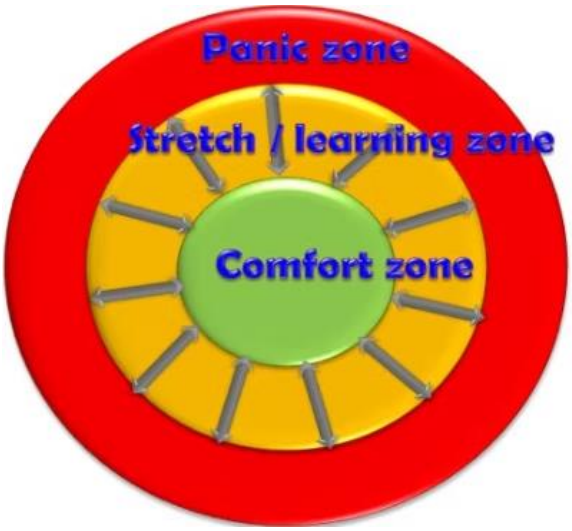
🎯 What do we mean by *Challenge*?

Challenge means:
👉 Providing work that makes children **think deeply and stretch their learning.** Teachers are careful to ensure the right amount of challenge for each pupil within a lesson. Through assessment, some learners will be chosen for deeper learning tasks and these are usually more open ended and require discussion, research and inference or critical thinking. Answers are less likely to be direct or obvious.

Children who have too much challenge can end up in the **'Danger zone'** where they may panic or feel defeat about the learning.

Those with not enough challenge will be in the **'Comfort zone'** - this zone can help build confidence for a short while but will then get boring and learning will be minimal.

Learning needs to **'Stretch'** so it is just right for progression.



- Not too easy
- Not too difficult
- Just right for progress

✓ All children are challenged
✓ Challenge looks different for each child

⚖️ How do scaffolding and challenge work together?

- Scaffolding helps children **access learning**
- Challenge helps children **deepen learning**

👉 The goal is for every child to:
access → succeed → become independent

🧩 How we scaffold learning (especially for pupils with SEND)

We use a range of strategies to support access:

Language Support

- Breaking instructions into smaller steps - maybe making these visual
- Pre-teaching key vocabulary - or pre-reading material used in the lesson
- Using visuals and examples (where appropriate), word mats and visual instructions such as 'task strips' help here

Thinking Support

- **Modelling how to complete a task** - again this can be visual or a stepped process for re-checking
- **Using worked examples** - we call these WAGOLL (What A Good One Looks Like). These are usually examples of children' work or something the teacher prepared or from a text. This gives pupils less to think about when structuring a piece of work
- **Providing sentence starters** - this helps with structuring each sentence and the flow of writing
- **Providing writing frames –** Helps to structure writing into sections and understand the different parts of each genre of writing
- **Clozed procedure activities** – where an activity requires just filling in missing gaps rather than writing from scratch
- **Mind maps** – created before the lesson, or by a member of staff during the input of the lesson or by the pupil – these can be used to help as a reminder of the facts, instructions or to help structure your task independently
- **Word mats** – a reminder of the correct vocabulary to use in the task, may be technical vocab or vocab to add interest
- **Checklists** – these will be as reminders in checking your work *(Long Lane has its own edit curriculum with each year group having an edit checklist bespoke to their year groups learning expectations in writing)*
- **Task strips** – help children to organise the learning task or the day into smaller manageable chunks. These can be ticked off as they complete them

Practical Support

- **Using concrete resources (e.g. counters, number lines) -** to support getting to the same outcome of learning as everyone else (At Long Lane *all* children use apparatus for new concepts to cement learning. This means that pupils who need to use it do not feel isolated or different as a learner

- **Chunking tasks into manageable parts -** by use of task strip, sometimes cutting up questions and putting them in a jar for child to choose *(this lowers the stakes and risk factor of failing to produce work)*
- **Giving extra processing time -** At Long Lane we use a variety of participation techniques so that all children can engage and participate in the lesson. Not everyone wants to speak out loud or can think as quickly as others. To ensure inclusion we use techniques such as; Show me boards *(whiteboards)*, lolly stick answering *(random choice of who to answer by teacher)*, talk partners *(time to formulate your reply or safety in numbers)*
- Layering a task – This is when the task starts with easier questions and moves on to harder ones. Children can go at their own pace and start where they feel comfortable. *(We encourage the children to be open and honest about their learning and how tricky it is. They know that this is the only way they will move forward)*

Adult Support

- **Pre-teaching –** Preparing pupils for the lesson or concept ahead. Giving exposure and revisiting to check understanding before the topic or lesson is approached, for instance, pre-reading a text or researching a topic *(small groups are supported and gain confidence which improves engagement and performance in the actual lesson)*
- **Preparation for Independence –** teacher or teaching assistant may prepare some learning tools live in the lesson to ensure that a group of children can access the task independently (such as; mind maps, word maps, examples *(or WAGOLL's)*, organising of apparatus.
- **Modelling –** Sitting with a group or individual during the input and modelling using resources to support understanding, for instance, maths equipment such as Numicon or shapes. Children are able to gain knowledge from the input and have practical input at the same time. When pupils investigate in small groups or partner talk, the adult will support this for the targeted pupil/s
- **Guided group work -** This will often start with an element of *'independent learning at the start'* to avoid learned dependence
- **Prompting and questioning -** after a quick assessment of where they are in their learning
- **Check-ins to support understanding -** this may be with a small group and usually after 'live marking' or 'in the moment' assessment of who understands the task/concept/learning
- **Mini-Plenary –** this may happen in the middle of the lesson if a teacher has assessed that there is a part of the learning that most are struggling with and needs re-teaching.

👉 These supports are often helpful for *all children*, not just those with SEND

📚 What does this look like in key subjects?

📖 Reading

- Pre-teaching tricky vocabulary before reading
- Reading aloud together before independent reading
- Using images to support understanding
- Asking guided questions to develop comprehension

✍️ Writing

- Sentence starters and word banks
- Modelling writing step-by-step
- Breaking writing into smaller chunks
- Using planning or writing frames
- Writing slopes, wobble (posture) cushions, pencil grips, different pens

🔢 Maths

- Using concrete resources (counters, cubes)
- Visual representations (number lines, diagrams, times tables squares)
- Worked examples before independent practice - WAGOLLs
- Step-by-step problem solving - smaller chunks, revise related learning or skills needed

⚖️ What are *reasonable adjustments*?

Reasonable adjustments are small changes made to ensure all children can **access learning and feel included**.

👉 They remove barriers, not lower expectations

🛠️ Examples of reasonable adjustments

- Extra time to complete tasks
- Simplified or chunked instructions
- Visual timetables or prompts
- Alternative ways to record work (e.g. verbal, scribe, ICT)
- Flexible seating or movement breaks
- Use of specific resources or equipment

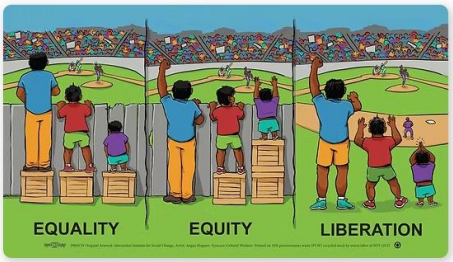
💥 Why this matters

We believe:
✓ Every child should access the same curriculum
✓ Support should be built into everyday teaching
✓ Children should feel confident and included
✓ Independence is the long-term goal

Liberation in Learning

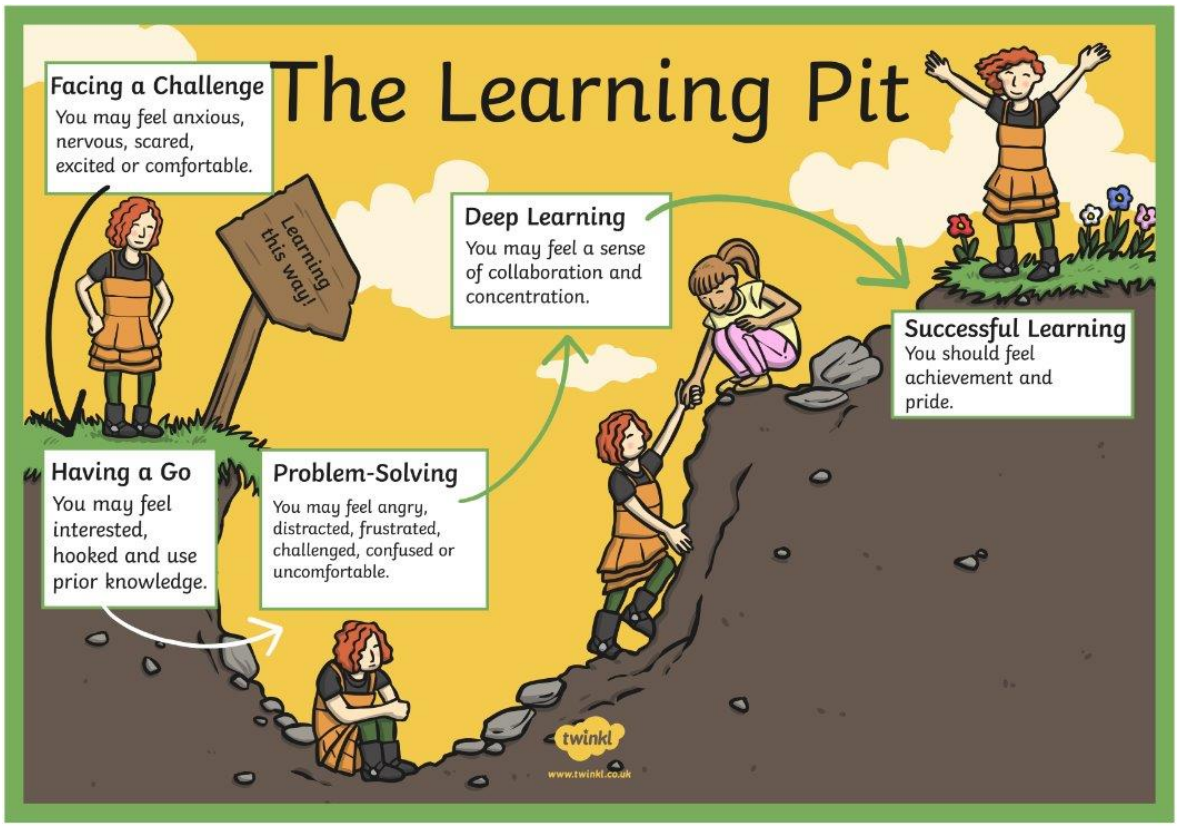
(With our ***Liberation approach***, we provide all of the above in our ***ordinary and available provision to all children***. This means that not only do we ensure that SEND need is identified early, but we also catch any other need that has not yet been identified as children choose the support they need. With 'Liberation' in inclusion, children who have SEND can access learning without feeling different or less than others. This makes learning fun and motivating for everyone bringing many other benefits;

- Confidence in learning and feeling represented
- Independence and autonomy
- Early and ongoing identification
- Access to learning for all – without making workload for professionals harder
- Better engagement in the classroom and with home learning
- More motivation to come into school *(if this has been an issue due to confidence or learning)*

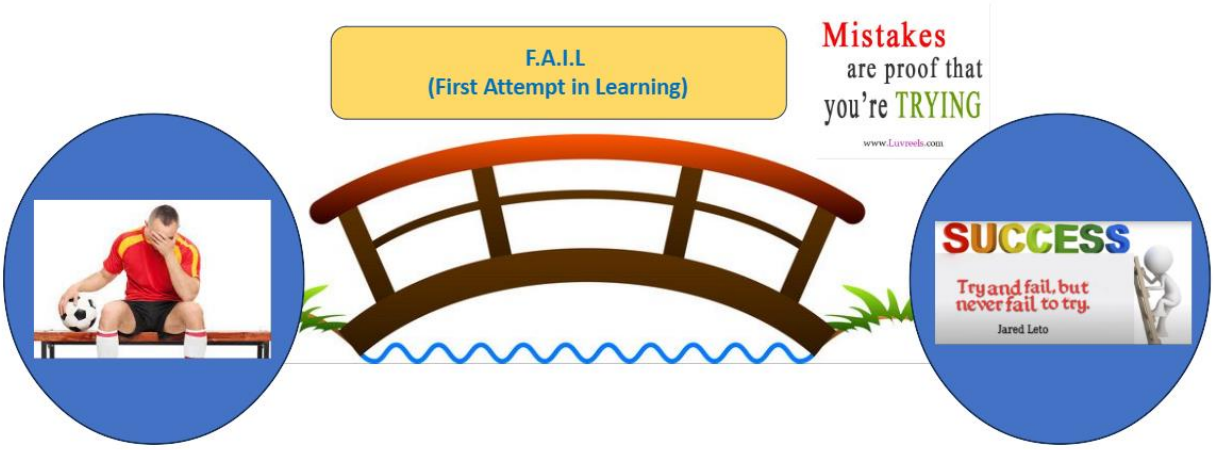


FAIL (First Attempt in Learning)

As well as helping children to have a 'Growth Mindset'. We also make sure that children understand that new learning may feel uncomfortable *(and this is OK)*. Our learning ethos is deeply rooted in the belief that mistakes are a bridge to learning and success and that in order to get to success you must have failed. This is why we all say F.A.I.L means *First Attempt in Learning*. We actively teach our children that it is ok to make mistakes.



Failure is the bridge between success and defeat!



🤝 Working Together

You can support your child by:

- Talking about their learning
- Encouraging independence
- Sharing any concerns with school
- A parent/teacher partnership is essential for identifying and supporting need whether this is a temporary bump in the road or a deeper issue
- Schools will have access to outside agencies and professionals also

📞 Need to talk?

Speak to:

- Your child's **class teacher**
- The school **SENDCo**

👉 We are here to support you and your child