

Scaffolding independent learning

Scaffolding is a simple teaching idea, whereby adults provide children with the support and guidance they need to learn new ideas and behaviours. This might involve:

- **Modelling** new ideas and behaviours
- Using **ground rules** to create **new norms**
- Using **systems** until they become **routines**

Over time, we gradually **withdraw our support** until the child can do things by themselves.



Ground rules and discussion guidelines

Ground rules are simply rules that you come up with yourselves to make things run more smoothly. Discussion guidelines are ground rules that relate to how we talk together. **It is important that you work together to come up with your own rules.** Here are some examples:

How we will work together

1. We will agree systems for organising what needs to be done.
 - Time blocks → daily timetable
 - School work table
 - Ring binder with subject dividers
2. We will meet each evening to review the day, and plan the next day.
3. Each week, we will look at how well the systems are working, and to repopulate the school work table.
4. We will run these systems together until I am able to do them by myself.

How we will talk together

1. We will take turns to speak.
2. We will listen carefully to one another.
3. We will not shy away from saying what we really think.
4. We will give reasons for our thinking – use the word 'because'.
5. We will try to build on one another's ideas.
6. We will challenge one another's ideas.
7. We will try to work toward agreement.

Systems → routines

It's important to have systems for organising what needs to be done, and in what order. The adult should work with the child to come up with systems that work for you. Examples of systems include time blocking, to do lists, and timetables.



Time blocking

Time	Activity
9-10	Breakfast, check in, reading
10-11	Schoolwork (1h)
11-11.30	Guitar
11.30-1	Schoolwork 2 (1.5h)
1	Lunch
1.30-3	Schoolwork 3 (1.5h)
3-5	Chillout
5-6	Workout / run / cycle
6-7	Dinner, chores, daily review
7-7.30	Guitar
7.30-9.30	Chillout
9.30-10.30	Daily review, shower, reading



School work to do

Subject	To do	By when?	Estimated time
History	• Suffragette project - make 2 leaflets	Fri 24th Apr	3h
Computing	• IDEA badges - do 20 points each week	Fri 24th Apr	30 mins
French	• Remote learning 4	Fri 1st May	2h



Schoolwork timetable

Time	Mon	Tues	Wed	Thu	Fri
9-10	Make bed, breakfast, reading				
10-11 School work 1 (1h)	• Computing: IDEA • History: Finish Suffragettes	• French: PPT 4 • French: Duo Lingo	• English: new booklet	• Science: Mark past paper	• Music: Vivaldi
11-11.30	Guitar				
11.30-1 School work 2 (1.5 h)	• RS: PPTs 1-4	• Maths: Surds • Maths: RAG the checklist	• Geog: Get involved - Rainforest	• History: Key events of WW2	• Drama: Design play poster
1	Lunch				
1.30-3 Free learning (1.5 h)	• Touch typing • Logic	• Touch typing • Rubik's cube	• Touch typing • Guitar lesson @ 2	• Touch typing • Logic	• Research recipes • Plan shopping list
3-5	Chillout				
5-6	Workout	Run	Workout	Bike ride	Workout
6-7	Dinner, chores, daily review				
7-7.30	Guitar				
7.30-9.30	Write music w/ dad	Movie	Chillout	Wing Tsun	Chillout
9.30-10.30	Bath, reading, bed				

Scaffold your way to independence

There are three steps to success:

1. Set the **destination** - independent learning - and refer to it regularly
2. Use **ground rules** to enable adult-adult interactions, and to remind yourselves of the scaffolding approach
3. Create **systems** (what needs to be done, by when, in what order)
 - Model them
 - Review them regularly → routine
 - The child takes increasing ownership until they can run them independently