

This summary is part of a suite of scenario-based training resources designed to support reflection and group discussion related to aspects of inclusive teaching.



This summary is linked to the "Sam and Mia" scenario.

Three ideas from evidence

Effective scaffolding increases pupil independence over time

Evidence suggests scaffolding is most effective when pupils understand that support is temporary and designed to build independence. Removing scaffolds can help maintain challenge while increasing pupil confidence and autonomy.

1

What this can look like:

- Explain why support is being reduced, e.g. "I know you can do this".
- Maintain high expectations as scaffolds fade.
- Position increasing independence as success, not withdrawal of help.

Remove scaffolding gradually to maintain a high success rate

Our guidance on [metacognition](#) and supporting pupils with [SEND in mainstream schools](#) highlights the importance of gradually reducing support as pupils develop greater independence.

2

What this can look like:

- Move from a worked example to partially completed examples.
- Remove one support at a time.
- Shift from prompts and cues towards independent practice.

Ask pupils to explain their success to transfer responsibility.

Prompting pupils to reflect on what helped them succeed can support planning, monitoring, and more independent learning over time.

3

What this can look like:

- Ask pupils what strategy helped them succeed.
- Encourage pupils to identify useful prompts or resources.
- Use reflection to prepare pupils for more independent learning.

Evidence Base

These ideas draw on:

- [SEND in Mainstream Schools Guidance Report](#)
- [Metacognition and Self-Regulated Learning Guidance Report](#)



Resources

- [Framework to scaffold pupils' use of metacognitive strategies](#)



Blogs

- [Scaffolding – more than just a worksheet](#)
- [Promoting pupil independence through scaffolding](#)

