

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 "Amira, Gemma and Ravi" scenario.

Three ideas from evidence

1 Talk about the purpose of specific activities

Our guidance on [deploying teaching assistants \(TAs\)](#) highlights that TAs are most effective when they support pupils' learning and access to high-quality teaching. Shared understanding of a task's purpose can help teachers and TAs make better decisions about when to scaffold and when to step back.

1

What this can look like:

- Share the purpose of the lesson or assessment.
- Discuss what pupils should attempt independently.
- Focus on understanding and misconceptions, not just completion.

2 Prioritise thinking, not task completion

EEF evidence suggests that too much support, or support given too quickly, can unintentionally reduce pupils' thinking and independence. Allowing pupils time to think, respond and struggle productively can support learning more effectively than stepping in straight away.

2

What this can look like:

- Allow thinking and response time.
- Use prompts and questions before giving answers.
- Start with the least amount of help first.

3 Think about tomorrow, not just today

Over-support can sometimes lead to dependency and reduce opportunities for pupils to work independently. Gradually reducing prompts and scaffolds can help pupils take greater responsibility for their learning over time. Focusing on the 'least amount of support first'.

3

What this can look like:

- Step back when pupils can continue independently.
- Reduce prompts and scaffolds over time.
- Encourage pupils to explain their thinking and strategies.

Evidence Base

These ideas draw on:

- [Deployment of Teaching Assistants Guidance Report](#)
- [SEND in Mainstream Schools Guidance Report](#)



Resources

- [Effective teacher – Teaching Assistant partnerships: A starting point for discussion](#)
- [Scaffolding framework: Teaching Assistant – pupil interactions](#)



Blogs

- [What goes up, must come down promoting pupil independence through scaffolding](#)
- [The Teaching Assistant role and SEND: Three approaches to maximise impact](#)

