Review What Support Can Fade

At a team meeting, identify scaffolds learners can now use independently and where to reduce them.

10 min preparation | Staff planning and review

Before you begin

Choose one completed teaching sequence and collect before-and-after learner evidence.

Use it in four steps

1. At a team meeting, identify scaffolds learners can now use independently and where to reduce them.
2. Compare responses or participation before and after the routine.
3. Consider other factors and identify what the evidence cannot establish.
4. Retain, adapt or discontinue the support with a clear reason.

Worked example: Review What Support Can Fade

A learner now links a claim to a data value without the sentence opening. This supports fading that prompt on a similar task; it does not establish independent performance in every genre.

Teacher prompt: “Show the relationship and explain the choice you made.”

Review the evidence

Can the decision be traced to learner evidence rather than enthusiasm for the activity?

Review and refine

Keep the smallest support that remains useful and test transfer to a new task.

Apply in your setting

Review one subject routine, then compare its use in another department before generalising.

Adjust the language support

A1-A2 access: keep the subject goal; use visuals, a small word bank, pointing or drawing and partner rehearsal. Use a home language to establish meaning where helpful.

B1-B2 extension: ask for fuller explanations, precise subject vocabulary and qualifications. Reduce sentence openings when learners can organise the response independently.

These are starting points, not placement rules. Judge support from the learner’s response to this task; proficiency can differ across skills.