



CHECK / MONITOR

What can the child do, say or show?



DIAGNOSE

Where has understanding broken down?



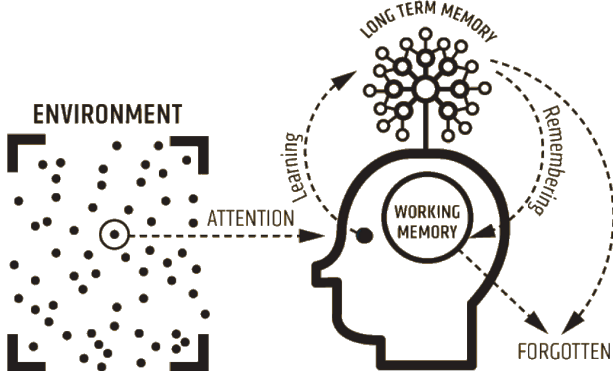
ADAPT

What support will help now?



UNDERSTANDING MEMORY

HOW LEARNING ENTERS MEMORY



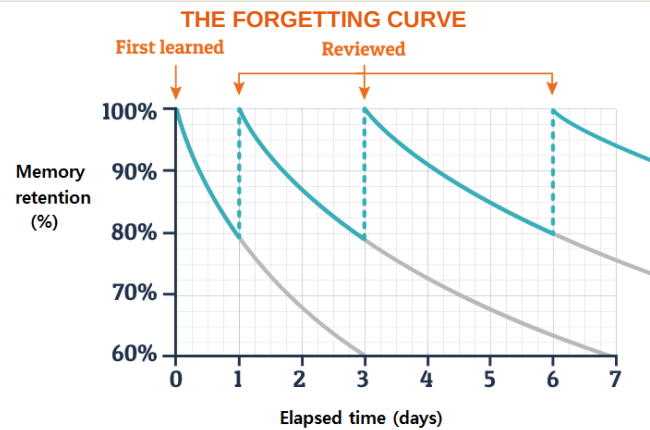
COGNITION · SUPPORT MEMORY

STRENGTHEN RECALL

Flashcards ? retrieval practice ? mnemonics or songs ? knowledge organisers

REDUCE MEMORY DEMAND

Word mats ? number lines / facts ? spellcheckers ? writing frames ? notes for independent work



Learning model: Tom Sherrington / Oliver Caviglioli

Forgetting curve: Hermann Ebbinghaus (1885)

Scaffolds should be temporary.



CHECK UNDERSTANDING

I DO · TEACHER MODELLING

- Regular check-ins regain attention during input.
- Choral response: monitor and encourage full participation from focus pupils.
- Cold call: say the child's name first, then ask them to repeat the instruction.
- TA: ask focus children to repeat the instruction back; watch for opting out of choral responses.

WE DO · GUIDED PRACTICE

Check understanding step by step using a second worked example. Model and check key vocabulary deliberately.

INDIVIDUAL WHITEBOARDS

Set routine: white, hide, show. Scan responses — check focus pupils are showing an answer; spot theirs first.

TA: scaffold thinking, scribe or clarify without taking over; refer to passive resources.

PARTNER TALK · TURN & TALK

Use a set routine and consider partners carefully. Listen for understanding; focus less confident pupils first.

TA: moderate discussion, scaffold thinking, scribe thoughts and refer to word mats / knowledge organisers.

PEER EXPLANATION · STAND & DELIVER

Use the set sharing routine. Less confident / disadvantaged partner goes first; offer a sentence stem if needed.

TA: refer the child to notes / resources during the explanation.

CHECK DURING I DO

- Let the child attempt the task unsupported.
- Let them try a question / first task step; watch closely.
- Look for hesitation, errors or where they lose the thread.
- Check instructions and key vocabulary; use choral response / cold call.



DIAGNOSE THE BREAKDOWN

LOOK · LISTEN · ASK

PRIOR KNOWLEDGE

Can they recall the fact or vocabulary needed?

INSTRUCTIONS

Can they repeat the instruction back to you?

ATTENTION

Are they managing distractions, following the teaching and joining in?

MODELLING

Would seeing the model again, closer to them, help?

STEPS TO SUCCESS

Are the steps small enough? Does the child understand each step?

VOCABULARY

Can they explain or use the key vocabulary?

MEMORY / KNOWLEDGE GAP

Have they forgotten previously taught key knowledge? Are they unable to draw and hold key knowledge in short-term memory to complete the task?

EVIDENCE

What do the whiteboard, talk or written response show? At which step does it go wrong?

ENVIRONMENT

Are distractions or sensory stimuli creating a barrier?

Find where understanding breaks down.



SCAFFOLD + ADAPT

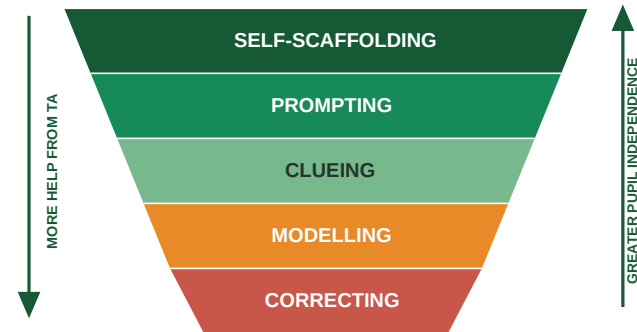
CHOOSE THE SCAFFOLD

VERBAL Repeat / clarify instructions

VISUAL Mirror modelling; visualiser / flipchart

WRITTEN Steps, notes, word mats, organisers

LEVEL OF SCAFFOLD



Levels of scaffold: Education Endowment Foundation (EEF)

METACOGNITION

PLAN

What am I being asked to do? What do I know already? Steps to success? What resources do I need?

MONITOR

Read back and check against the steps to success. What needs changing? Are you keeping up with time?

EVALUATE

Have you met the steps to success? What needs editing or changing?

ADAPT

CONTENT
what

PROCESS
how

PRODUCT
task

ENVIRONMENT
space

EXECUTIVE FUNCTION

Break the task into smaller steps · Use visuals / concrete materials
Reduce distractions · Warn before a change
Provide a timer

SENSORY NEEDS

Could noise, light or visual clutter affect access? Simplify/predict the environment, adjust the space or use agreed temporary support.

FURTHER READING



Tom Sherrington:
Learning & Memory



EEF Adaptive Teaching



Promoting independence
through scaffolding



EEF '5-a-day'