

What it looks like in practice

Eight routines from teachers on social media.

ROUTINE, AS TEACHERS DESCRIBE IT	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS
Plan the fade in four rungs Write the withdrawal before the lesson: full model, then a partial model, then a prompt, then an independent attempt. Access today is not the same as independence tomorrow. “Plan how support will fade: full model, partial model, prompt, independent attempt. Otherwise today’s access can become tomorrow’s dependence.” @dnleslie	The same task appearing four times with less of the teacher on it. A prompt card that is not still on the desk in July.	EEF Recommendation 6 (summary poster, 13 Nov 2025): carefully designed guided practice, with support gradually withdrawn as the learner becomes proficient. Julie Kettlewell, 28 Apr 2026: the seven-step model is a planned shift of responsibility, not leaving novices alone.
Take it off late, not early If the scaffold comes off too soon, the class practises confusion. If it never comes off, they practise waiting for you. @dnleslie	A first independent attempt that still has a prompt in reach, then a later one that does not. Not a blank page on day one.	EEF 16 to 19 resource, 26 Aug 2026: do not move too quickly to independent use without modelling or guided practice. Recommendation 6 is the same withdrawal, for all phases.

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One tidy attempt is not the test After a success with the scaffold, ask them to explain the approach, repeat it without the support, and use it on a slightly different task. “One successful attempt with a scaffold does not prove independence. Ask pupils to explain the approach, repeat it without the support and use it in a slightly different context.” @dnleslie	The second task is not a copy of the first. The prompt is gone. Someone can say why the step was chosen.	Recommendation 6: learners need timely feedback so they can judge how effectively they are learning. Transfer to a new context is the teacher’s check, not a published trial of this three-part ask.
No nudge, no reminder Treat the strategy as taught only when it appears on homework, revision and coursework with nobody prompting it. Until then the school is still on the journey. “Developing metacognition isn’t just teaching differently. It’s about creating more effective, independent learners.” @MrMetacognition	A revision page or a homework that uses the taught move with no stem on the sheet. Not a lesson where the teacher still narrates every check.	EEF Toolkit, May 2025: average impact +8 months across 355 studies, and it can be difficult to realise that impact in practice. Strategies in effective studies sit in usual curriculum tasks. Burns’s homework test is his claim, not a trial. Recommendation 6 is independent practice after guided practice.

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The seven-step as the year language Plan the lesson as activate, instruct, model, check, guided practice, independent practice, structured reflection. Independence is a later step, in every phase. “Whatever your phase, the 7-step model from the recently updated Metacognition and Self-regulation Guidance Report offer a great structure for your planning.” @HuntResearchSch	Staff using the same seven names. A clip of modelling that is aimed at later independent exam practice, not at a first go alone.	Recommendation 2 (13 Nov 2025 poster): a series of steps beginning with activating prior knowledge and leading to independent practice before structured reflection. Kettlewell, is the EEF write-up of that model. A research-school post is circulation of the tool, not a classroom diary from September to July.
The handoff is the lesson US gradual release: model too long and they watch. Release too fast and they guess. The live work is the handoff, not another I Do poster. “Gradual release lives or dies in the handoff. Model too long and kids become spectators. Release too fast and practice turns into guessing.” @drakmog	A shorter teacher model than last month. A first independent attempt that is not a wild guess. In US schools, I Do, We Do, You Do as the staffroom names.	Pearson and Gallagher (1983), <i>Contemporary Educational Psychology</i> 8(3), 317-344, DOI 10.1016/0361-476X(83)90019-X: the teacher guides, then the learner accepts responsibility, including whether the strategy is being used well. A US post. Not a trial of I Do, We Do, You Do.

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The teacher's share goes down In US schools, carry most of the work, then reduce it, then reduce it again. Learner responsibility rises only when the teacher's share actually falls. "Teacher carries most of the work. Then reduces it. Then reduces it again. Student responsibility goes up every time the teacher's share goes down." @DFISHERSDSU	Less teacher talk on the same task in week six than in week one. Not a September I Do still running in May.	The same Pearson and Gallagher (1983) paper is the source Fisher is using. His post is a US literacy-author claim, not a semester diary. The UK seven-step is the cousin: independent practice is a later rung, not lesson one.
A scaffold that never changes ● objection A music teacher gets a class making work quickly with scaffolds. If those scaffolds are the same in July as in September, independence is not being built. "Scaffolds get pupils making music quickly. But if they never change, are we building independence?" @Bren_jones83	The same fully labelled frame still on every desk. Fast, tidy work that collapses when the frame is lifted.	Recommendation 6 again: support is withdrawn as proficiency grows.