Ordinarily Available: BERA

Effective Use of Teaching Assistant Audits

Prof. J. Sharples, R. Webster and Prof. R Blatchford (2019) *Making Best Use of Teaching Assistants: Guidance Report*, Education Endowment Foundation

In class support for individuals and small groups

| **Individual Name:** **Group size:** | **Self-Evaluation** | **Y/N** | **Comments/Possible Actions**  |
| --- | --- | --- | --- |
| TA has recently attended relevant training relating to learning, behavioural, emotional or neurodivergent differences so that they are enabled to support pupil(s). |  |  |  |
| The class teacher has provided planning for the TA to support the learning activity e.g. providing the TA with the key concepts, learning outcomes, what type of feedback is required to complete the task independently. |  |  |  |
| TA is supporting a range of pupils or is working alongside the teacher when working with an individual (not replacing the teacher). |  |  |  |
| TA is scaffolding the pupil’s learning by developing independence  |  |  | Observed:* Correcting and Modelling
* Giving sufficient time for a pupil to respond to a teacher direction or question before prompting or rephrasing.
* Cueing in and prompting e.g. use of key words or by prompting ‘What do you need to do first?’
* Using open ended questions.
* Cuing pupil into learning expectations e.g. look at their task list, now / next timetable etc..
* When working one to one the TA adopts a ‘helicopter’ approach so that pupil has support as needed.
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| TAs use learning from interventions to support learning in class e.g. where colourful semantics has been used to teach grammatical sentence writing the same structured is used and supported by the TA in class. |  |  |  |
| TA is modelling and supporting social interaction with peers. |  |  |  |
| TA supports pupils by cuing them into sensory or emotional regulation activities or resources with the aim of independent use e.g. a pupil uses a 5-point scale to request time out and returns independently to the learning activity. |  |  |  |
| TA use visual cues to support attention e.g., listening, looking cards, so that the pupil is focused on the Teacher instruction rather than TA.  |  |  |  |

**Intervention Groups**

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| --- | --- | --- | --- |
| **Name of Intervention** | **Observed** | **Comments** | **Possible Actions (if needed)** |
| Has the TA had training in the research-based intervention and has this been refreshed if over 2 years. |  |  |  |
| Is the intervention structured with supporting resources and lesson plans, with clear objectives.  |  |  |  |
| Have assessments been used to track pupil progress and are these related to the outcomes for the individual pupils in the intervention. |  |  |  |
| Have connections to in class learning been made e.g. where a visual timetable is used is this the same one as used in a classroom. |  |  |  |
| Is the class teacher aware of what is being taught in the intervention and time given to share progress with Class teacher. |  |  |  |
| Class teacher is made aware of progress or concerns and plans with the TA next steps. |  |  |  |
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