



St George's Teaching Assistants Touchstones

Before the lesson	
1.1	Acquaint yourself with the lesson content.
1.2	Ensure individual children have been shown visual timetable/now and next board.
During the lesson introduction	
2.1	Observe the teacher modelling.
2.2	Make note-form instructions.
2.3	Chunk these down into success criteria.
2.4	Refocus pupils, <i>eg. use prompting or clueing and language from St George's Behaviour Blueprint</i>
2.5	Ensure relevant learning materials and equipment are out/available.
During whole-class work	
3.1	Use the scaffolding framework to ensure pupils are offered the least amount of help first. (See Appendix A)
3.2	Encourage responses.
3.3	Emphasise key vocabulary.
3.4	Model activities with the teacher.
3.5	Ensure pupils refer to the knowledge notes.
3.6	Provide feedback to pupils (verbal or use of highlights and written prompts in-line with feedback policy).
3.7	Further chunk down steps if required.
3.8	Provide sentence openers on mini whiteboards.
3.9	Use behavior blueprint prompts as required.
3.10	Observe and note learning difficulties and achievements and feedback to the teacher.
3.11	Circulate between groups to enable support across the cohort and opportunities for independence.
In group work	
4.1	If necessary, check pupils understand what they need to do, what they will learn and what outcome is expected by the end of the session.
4.2	Provide prompts if required.
4.3	Further chunk down steps if required.
4.4	Use sentence stems to reinforce key concepts and vocabulary.
4.5	Provide live feedback.
4.6	Note issues, misconceptions and difficulties for follow-up by teacher.
4.7	Encourage interaction with others.
4.8	Refocus pupil engagement.
4.9	Give time checks.
During whole class feedback and self-assessment	
5.1	Monitor self-assessment/marking.
5.2	Encourage pupils to reflect on their learning. Prompt recall and use of relevant strategies if necessary.
5.3	Monitor responses and difficulties of targeted pupils.
5.4	Praise effort (including use of learner qualities) and achievement.
At the end of the lesson	
6.1	Clarify next steps in pupils' learning.
6.2	Ensure pupils understand any follow-up required.
After the Lesson	
7.1	Provide feedback to teacher regarding any misconceptions or difficulties.
7.2	Provide feedback to teacher on any issues with behavior for learning.
Interventions	
8.1	The scheme is used with fidelity, <i>eg. DIBELS, Little Wandle Phonics</i> .
8.2	Ensure that objectives are taken from the scheme.
8.3	Fill out the record sheets.
8.4	Make explicit connections with learning in the classroom.
8.5	Provide live feedback.

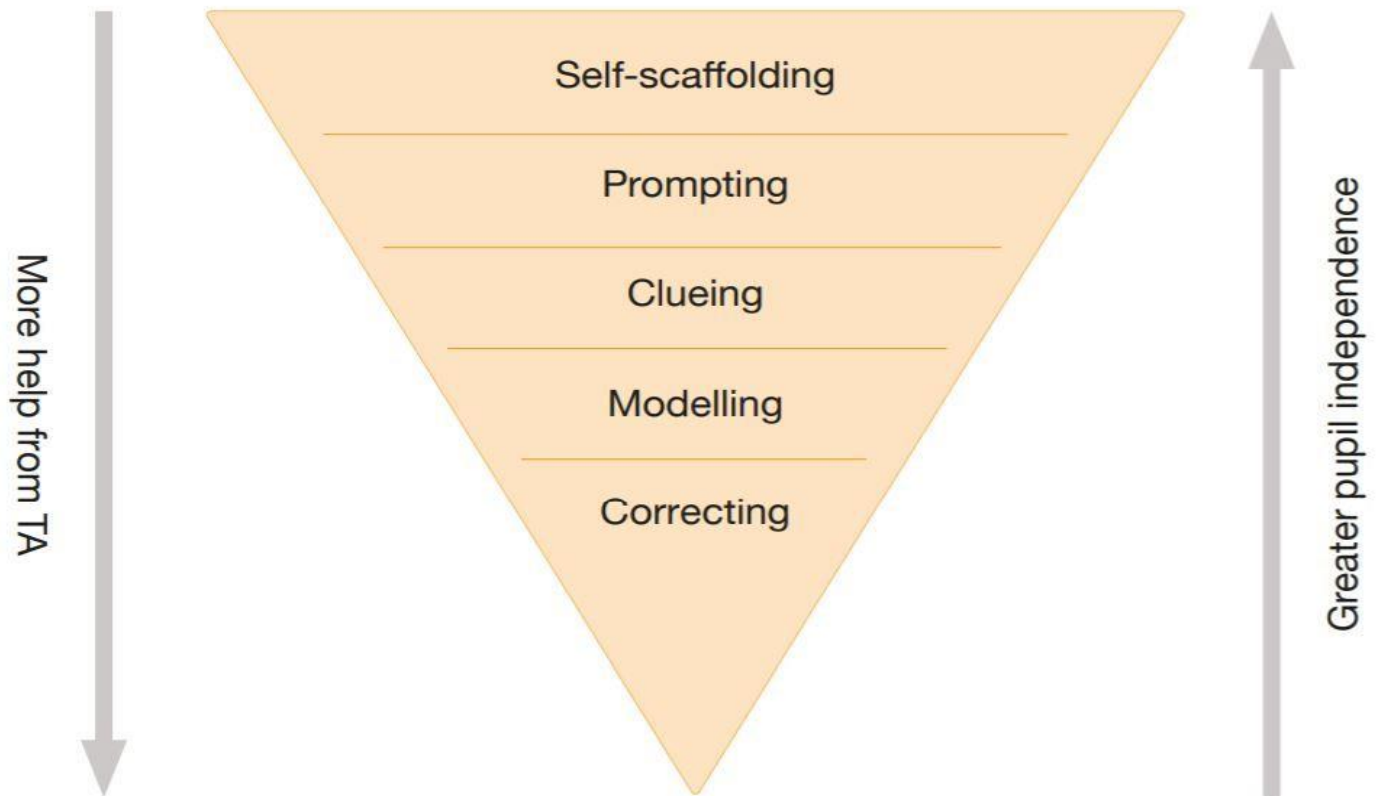
Appendix A

MAKING BEST USE OF TEACHING ASSISTANTS

Scaffolding framework for teaching assistant-pupil interactions

This practical framework is designed to help TAs scaffold pupils' learning and encourage independent learning. TAs should move down the layers in turn. The initial expectation is that pupils self-scaffold whilst the TA observes.

TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.



Self-scaffolding

Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review their approach to a task.

Prompting

TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Clueing

Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.