



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.

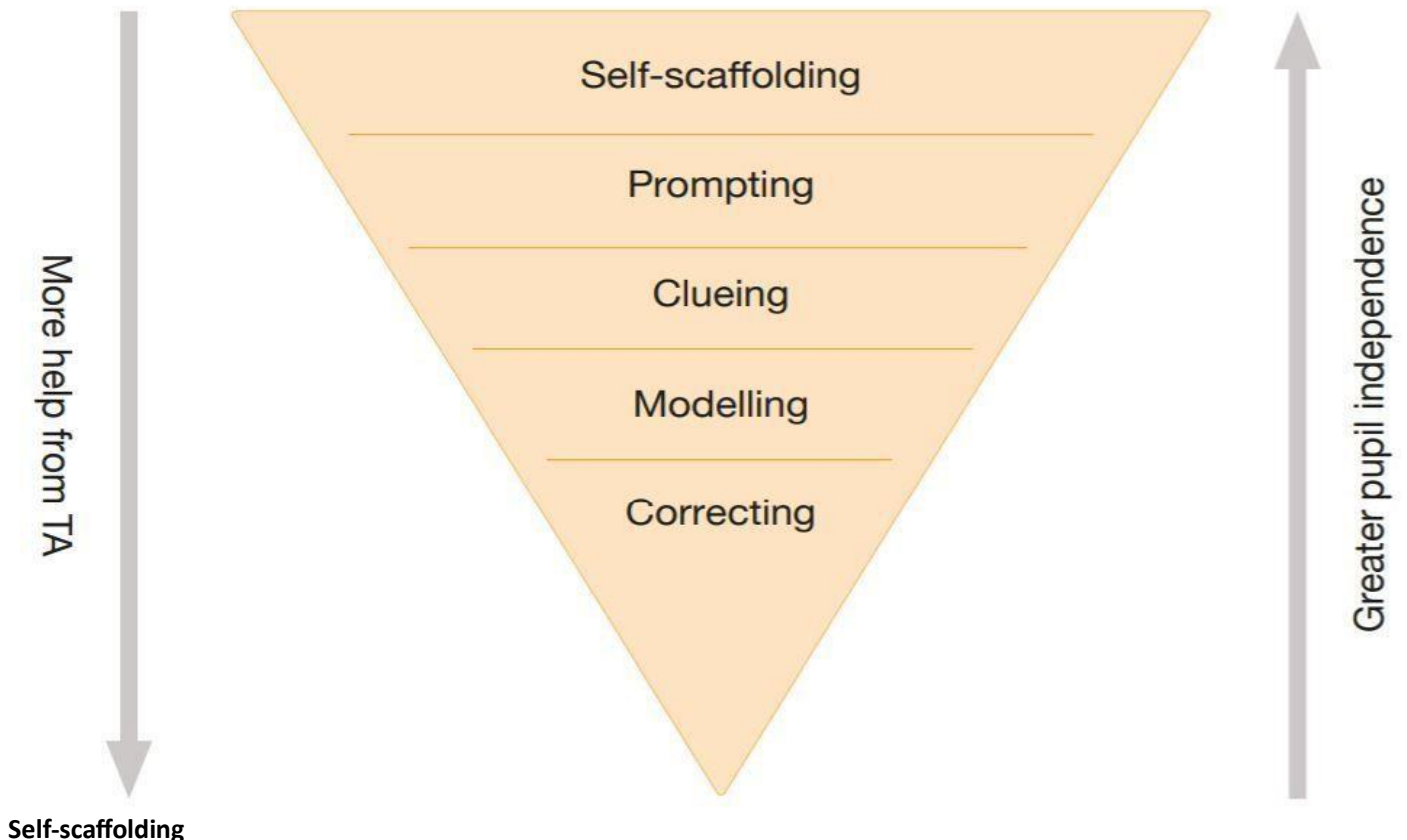
Appendix A

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.

Appendix B

St George's Teaching Assistant Touchstones: Scaffolding Communication & Language Development in the Early Years

Before the lesson/activity	
1.1	Acquaint yourself with the lesson/activity content before beginning.
1.2	Ensure individual children have been shown visual timetable/now and next board where appropriate.
During a group or 1:1 story time	
2.1	Discuss the title and cover of the book.
2.2	Use intonation and actions to aid understanding of text for all children.
2.3	Use pictures and/or props to convey meaning.
2.4	Comment on story/characters briefly as story progresses to encourage interaction.
2.5	Ask open questions - what do you think might happen next? / How do you think they feel? To elicit a response from the child and provide opportunity for them to use language.
2.6	Explain new vocabulary in child-friendly language – This could be through words, visuals, gestures, use of objects or a combination.
2.7	Encourage imitation of key words/phrases.
2.8	Recast – repeat child's contribution/question if necessary with corrected grammar eg 'He take the cake!' 'Yes, he took the cake!'.
2.9	Completion : The adult leaves a blank at the end of a sentence for the child to complete.
2.10	Posing suggestions or problems : The adult may model language such as "Imagine if...", "I wonder...", "what would happen if..." etc
2.11	Expanding : Responding to the child in a way that provides additional information.
Language input for adult and child-led activities - ShREC	
3.1	Shared attention : Be at the child's level. Pay attention to what they are focused on.
3.2	Respond: Follow the child's lead. Respond to verbal and non-verbal communications.
3.3	Expand : repeat what the child says and build on it by adding more words to turn it into a sentence.
3.4	Explaining and showing : The adult provides information to support the child's understanding of the activity whilst modelling the use of language. This could be through words, visuals, gestures, use of objects or a combination.
3.5	Highlight, Explain and Emphasise new vocabulary – This could be through words, visuals, gestures, use of objects or a combination of these.
3.6	Repetition : Intentionally reinforce the use of a specific key word/words, throughout the activity (or throughout the day, week, or month).
3.7	Questioning : The adult uses different levels of questioning to elicit a response from the child and provide opportunity for them to use language. This could include asking questions that encourage children to use past or future tenses (e.g. what happened when we? what do you think will happen this time?).
3.8	Sequencing – when appropriate : Using language to summarise an event or experience into simple ordered steps. An adult can model the language of sequencing such as use of the past or future tense and time-related vocabulary (e.g. yesterday, first, next, later). Through asking questions (e.g. Can you remember what happened first? What do you think we should do next?) as part of activities, an adult can encourage children to sequence and apply their thinking and language skills.

3.9	Recapping – when appropriate: Using language to summarise or drawing attention to the main points of the event or experience. An adult can model the process and language for children. Through questioning (e.g. What else happened when...?), adults can encourage and scaffold children to recap and apply their thinking and language skills.
3.10	Recalling – when appropriate: Using language to note or discuss a past experience. An adult can model recalling and provide children with the exposure to the language of talking in the past tense. Through questioning (e.g. Do you remember when...? Who was..? How did...?), adults can encourage children to recall and share memorable moments in stories, events, and experiences.
3.11	Narrating: Providing a rich or extended observation that almost provides a running commentary of a child's activity.
3.12	Conversations - Promote and scaffold rich two-way verbal exchanges between adults and children and between the children themselves. Leave space for children's contributions and listen .
Vocabulary input	
4.1	Naming and labelling: Providing the spoken word for a given object or activity. Particularly useful for new or less familiar words.
4.2	Explaining and showing: The adult provides information to support the child's understanding of the spoken word. This could be through words, visuals, gestures, use of objects or a combination of these.
4.3	Repetition: Intentionally reinforcing the use of a specific key word, throughout the day/week/month, both in planned and spontaneous opportunities.
4.4	Imitation: The adult repeats a word after a child has used it, using clear speech. The repeated word is said with emphasis.
4.5	Extending: The adult imitates a phrase a child has used but adds an additional word or two, that could enhance their vocabulary or vocabulary use eg 'I have a red car'. 'Yes, you have a large, fast, red car'.
4.6	Commenting: Articulating an observation to highlight a key word eg 'Joe is pouring very carefully'.
4.7	Use displayed vocabulary (indoors and outdoors) when appropriate.

Appendix C Focus Communication and Language Early Learning Goals

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

