

Coppermill Primary School



Teaching Assistants Policy & Expectations

Ratified by the Curriculum & Achievement Committee: 2019

Review cycle: Every four years

Next review: Spring 2023

Introduction

At Coppermill we believe that TAs play a vital role in the education and wellbeing of the children at our school and contribute to the raising of standards. They are highly valued and an integral part of the teaching team. We provide a clear management structure, provide continuous professional development, robust monitoring and ensure that our TAs have a high status in the school.

Purpose of this policy

This policy provides information and expectations about Teaching Assistants (TAs) at Coppermill Primary School to ensure consistency. It outlines how we deploy and use TAs as well as how they are managed in order to achieve maximum impact on outcomes for pupils in terms of their academic performance as well as their physical and mental well-being.

Recruitment and conditions of employment at Coppermill

- We now require all TAs to have 5 GCSE grades C+ including Maths and English/equivalent qualifications or extensive school experience.
- TAs need to have at least one appropriate qualification in childcare if applying for an Early Years post.
- TAs are now expected to start work from 8:30 and finish at 16:00 or 13:30 (mornings only) and to do three additional days non-term time for the first five years of service. After that, they need to do one extra day during the holidays.
- TAs have half an hour for lunch and are directed to other duties during the rest of the lunchbreak.
- TAs are line managed by the Inclusion Leader who conducts both formal and informal observations throughout the year. Sometimes the Inclusion Leader will observe TAs with another member of SLT and/or the SEND link governor.
- Depending on the needs of the school and the pupils, training and professional development will be a combination of externally provided courses and in-house training.

The role of Teaching Assistants

Expectations and Deployment

We ensure TAs are deployed effectively so we can respond to the changing needs of the school. TAs can have different roles within the school and although personal preferences are taken into consideration, their roles will often change from one year to the next.

All TAs will:

- Implement and follow all whole school policies
- Participate in whole school CPD sessions and training, in order to keep up to date with current school and wider developments
- Take part in peer observations and support/train colleagues if necessary
- Receive additional support and training that is more specific to their roles such as, SALT, ASD, RML and ELSA
- Take instruction and direction from the Inclusion leader/class teacher in line with the needs of the school/class
- Prepare resources for the class teacher, displays and their own intervention groups
- Attend a weekly TA briefing session
- Contribute to information gathering on pupils' progress
- Promote positive behaviour in line with the school policy
- Supervise pupils at break times and lunchtime
- Participate in school trips
- Cover classes in an emergency (wherever possible this will be in pairs)
- Be role models in line with our school Code of Conduct.

Types of support

At Coppermill one of the key roles of TAs is to help pupils develop independent learning skills and manage and take responsibility for their own learning.

TAs should:

- Add value to what teachers do, not replace them.
- Not be used as an informal resource for low attaining pupils.
- Encourage pupils to comfortable taking risks with their learning using a Growth mind set approach.

General support within the classroom	What to do
Lesson introduction	<ul style="list-style-type: none"> • Model or roleplay activities with the teacher • Keep pupils focused • Use gesture, a visual cue or a very quiet voice if you need to communicate with a child. Try not to talk when the teacher is talking. • If support is not needed, get on with other jobs / think about learning mini-goals children need to reach • Clarify, re-word, re-inforce • Don't 'stereo teach' (repeat what the teacher is saying).
Whole class work	<ul style="list-style-type: none"> • Act as talk partners to allow pupils to rehearse their ideas and think aloud • Keep pupils focused and on task • Don't sit next to the same child for the whole lesson (even if the child has an EHCP) • Use the <u>scaffolding framework</u> for teaching assistant-pupil <i>interaction</i> (see page 5) to ensure children develop independent learning skills • Clarify instructions • Use open ended / higher order questions and allow children 'thinking time' • Prioritise learning skills as opposed to task completion.
Group work	<ul style="list-style-type: none"> • Emphasise key vocabulary and rephrase key information • Work with a variety of groups (Less able group should work with the CT as well as the TA) • Focus on sharing and turn-taking skills.
End of the lesson	<ul style="list-style-type: none"> • Give feedback • Help children self-evaluate • Discuss next steps.
After the lesson	<ul style="list-style-type: none"> • Noting difficulties and misconceptions to feed back to the teacher.

Working with children with Special Educational Needs and Disability (SEND) who have an Educational Health Care Plan (EHCP)

Individual SEND support in the classroom

- Children with EHCPs should not become over-reliant on one adult, this is why they will normally be supported by more than one TA and, if possible, they will not be assigned to the same TA for more than two consecutive years.
- Whenever possible, children with EHCPs will be included in whole class activities and will work with their peers in ability or mixed ability groups.
- Sometimes, children with EHCPs will have a workstation within the classroom so they can work by themselves.

Individual support SEND support outside the classroom

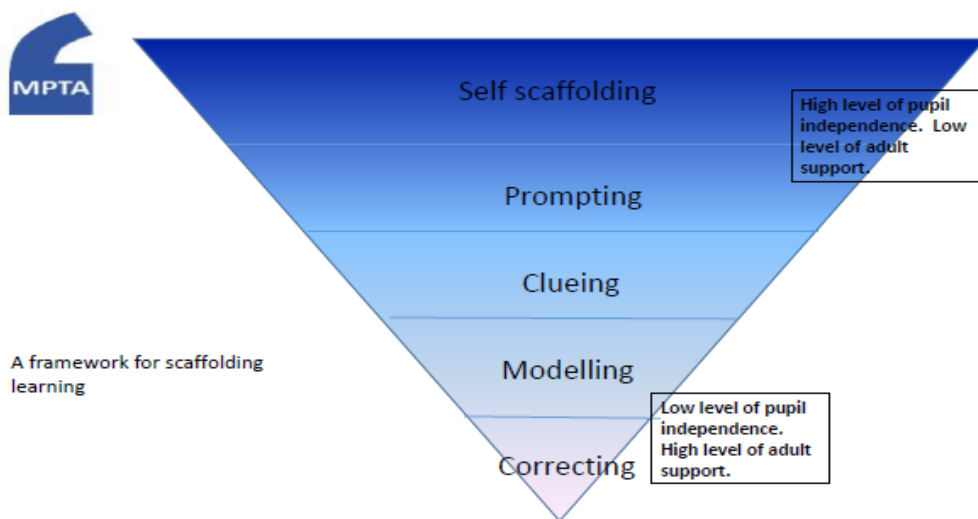
- Children with EHCPs may at times need to work outside the classroom either alone or in a pair/group.
- Provision maps outline the additional interventions that children with EHCPs will need. These additional interventions are delivered by TAs, sometimes, outside the classroom.
- TAs will liaise with outside agencies, e.g. SALT / EP to report on pupil progress.
- TAs will make resources that are directly linked to the interventions outlined on the Provision Map, e.g. visual timetables, social stories, reward charts.
- TAs contribute to meetings about pupils e.g. annual review meetings, pupil progress meetings, meetings with outside agencies.
- TAs will provide regular feedback to CTs and the Inclusion Leader on pupil progress.

Small group interventions outside the classroom

- Some TAs will deliver high-quality one-to-one and small group support using structured interventions, e.g. Rapid Read, Rapid Write, Maths Booster, RML, SALT.
- They will conduct baseline/post intervention assessments and will keep pupil progress records.
- They will prepare resources linked to the interventions.
- TAs who deliver interventions will receive training from outside agencies e.g. EP, SALT.
- TAs will liaise with outside agencies e.g. SALT, EP.

Scaffolding learning

The quality of interactions that TAs have with children is the most important aspect of teaching and learning, therefore TAs should use the scaffolding framework for Teaching Assistant-Pupil interaction.



Self-Scaffolding – The TAs default position is to observe pupil performance, allowing time and space for them to process, think and try the task independently. TAs need to get comfortable with pupils struggling a bit and recognise this as an essential component of learning.

Prompting – This is where the TA might intervene with a nudge: ‘What do you need to do first?’, ‘What is your plan?’, ‘You can do this!’

Clueing – Often pupils know the problem-solving strategies that prompts are designed to elicit, but they find it difficult to call them to mind. Clues are a question or small piece of information to help pupils work out how to move forward. They should be drip-fed; always start with a small clue.

Modelling – Prompts and clues are less effective when pupils encounter a task that requires a new skill or strategy. TAs can model while pupils actively watch and listen, then try the same step for themselves afterwards.

Correcting – Correcting is where TAs provide answers and requires no independent thinking. Avoid!

Scaffolding involves:

- Working towards the development of a mental ‘tool kit’
- Helping pupils develop skills for self-scaffolding
- Supporting by providing the least amount of help. Help should be minimal but specific
- Providing support that constantly adapts
- Recognising smaller learning mini-goals (process success criteria), planning how to achieve them and carefully observing the progress of pupils working through the mini goals
- Using open ended questions and higher order questions e.g. compare and contrast questions
- Providing the right amount of support at the right time.