TEACHING ASSISTANTS – AUTUMN CONFERENCE RESOURCE PACK

Tuesday 7th October 2014 – Ashton on Mersey High School

LEARNING SUPPORT ASSISTANTS APPRAISAL OBJECTIVE SETTING 1.

Please use one form for each objective – At Objective Setting the current Job description and responsibilities, a copy of the Learning Support Assistants National Standards if relevant; the previous year Annual Review Statement and objectives for that year; together with the proposed school targets for pupil progress will be required. It is the Learning Support Assistants own responsibility to keep their evidence.

Name of TA/ LSA/LSP	Name of Reviewer/
TA/ LSA/LSP Role / level and main responsibilities	
Cycle start date October 20 ___	**Cycle end date, the following year July 20____**

Objective: 1   Whole school objective linked with school SDP Key Priority:
To have a consistent whole school approach to the teaching of Reading and Spelling so that pupil standards are improved to meet individual targets.

Actions to achieve objective:	Evidence needed:
• Teaching the group under the direction of the teacher • Use of data and information from Pupil Progress meetings, IEP's, Behaviour plans, intervention programmes • Keeping assessment records • A focus on maintaining pupil progress • Quality feedback to pupil, classteacher, parent, agency. • Professional knowledge of targets, next steps and interventions. • Consistency in applying school policies – eg – high expectations, behaviour, marking **Delete and amend if not applicable**	• Planning of work • Pupil's IEP's • Records of pupil achievement and progress • Data for 1:1 or relevant group • Pupil's work and books – photographs, photocopies of their work • Record of pupil voice • Subject knowledge • Records of CPD, training and courses • LSA/LSP appraisal Log • Feedback from observations and interim reviews **Delete and amend if not applicable**
Success criteria **How will I know I've achieved the objective?** • Pupil work • Pupil / parent voice records • Data displaying pupil progress • Has the pupils(s) met their target? • Successes / barriers • Accountability to class teacher / SENCO **Delete and amend if not applicable**	**Relevant Learning Support Assistants National Standards.**

Training or specific CPD. (Advised – passed to school CPD co-ordinator)

Signed TA / LSA/LSP   **Date**   **Signed reviewer**   **Date**

SCHOOL

TEACHING ASSISTANTS APPRAISAL – INTERIM REVIEW RECORD

If interim reviews are recorded digitally these boxes will expand.

Name of TA / LSA/LSP
Name of Reviewer

First Interim review   Date _____

Objective 1. Is the objective still appropriate – any changes?
Progress towards achieving the objective in the time scale – discussion points raised
Record of CPD, Staff meetings, Training Days attended – impact – embedded in practice
Any revised success criteria or further training and support agreed
LSP/LSA comments
Signed LSP/LSA   Date   Signed Reviewer   Date

SCHOOL

LEARNING SUPPORT ASSISTANTS APPRAISAL – ANNUAL REVIEW STATEMENT

Name of Learning Support Assistant   Name of Reviewer
Cycle start date October 20 ___   Cycle end date, the following year July 20____

General statement (Relating to all agreed objectives)
Evidence: Formal Lesson observation records, Drop ins where relevant, Pupil progress data, Interim reviews, Specific programmes where relevant, Impact of training /CPD, Pupil progress data, Final end of school year review, Relevant National Standards.
Strength
Impact of development
Set against National Standards and success criteria agreed at the start of the cycle Pupil Progress set out in the individual objective sheets.– Personal CPD impact – Professional development - Leadership

Objective 1.		Objective 2.		Objective 3.		Objective 4.	
Met	Not met	Met	Not met	Met	Not met	Met	Not met

Recommendation of performance			
1 – Outstanding	2 – Good	3 – Satisfactory	4. Requires improvement

Signed TA / LSA/LSP   Date   Signed reviewer   Date
Received by Headteacher Signed   Date

THE QUALITY OF TEACHING – MAKING JUDGEMENTS
Adapted for lesson observations from the Ofsted Handbook for Inspection – September 2014
Observers must consider whether:

work is challenging enough for all pupils and meets their individual needs

pupils' responses demonstrate sufficient gains in their knowledge, skills & understanding, including in literacy & mathematics

teachers monitor pupils' progress in lessons and use the information well to adapt their teaching

teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning

pupils understand well how to improve their work.

Outstanding (1)

Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, **are making rapid and sustained progress that leads to outstanding progress.**

All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.

Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.

The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.

Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.

Consistently **high quality marking and constructive feedback** from teachers ensure that pupils make rapid gains.

Teachers use well-judged and often imaginative teaching strategies, including **setting appropriate homework** that, together with clearly directed and timely support and intervention, match individual needs accurately.

Good (2)

Teaching in most subjects, including English and mathematics, is usually good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, **make good progress and achieve well over time.**

Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to **develop a range of skills across the curriculum.**

Teachers **listen to, carefully observe and skilfully question pupils** during lessons in order to **reshape tasks and explanations to improve learning.**

Reading, writing, communication and mathematics are taught effectively.

Teachers and other adults **create a positive climate for learning** in their lessons and **pupils are interested and engaged.**

Teachers assess pupils' learning and progress regularly and accurately at all key stages. They ensure that **pupils know how well they have done** and what they need **to do to improve.**

Effective teaching strategies, including **setting appropriate homework**, and **well targeted support and intervention** are **matched well to most pupils' individual needs,** including those most and least able, so that pupils learn well in lessons.

Requires improvement (3) Teaching requires improvement as it is not good.

Inadequate (4)   Teaching is **likely** to be inadequate where **any** of the following apply:

As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are **making inadequate progress.**

Pupils cannot communicate, read, write, or apply mathematics **as well as they should.**

Having made notes during the observation – Focus on the aspects of Good – what did you see, what did you hear, what did the children tell you? Then move to the Outstanding criteria and identify any aspects. Prepare your feedback – be accurate, honest and look for 3-6 Good aspects – no more than 2 developments – How are you going to coach them - check by follow up and ensure they are established and embedded in future practice?

A BRIEF LEARNING WALK INTO LESSONS

Class _____ Age Group_____ Name of teacher_____ Date_____

ASPECTS What we are looking for?	OBSERVATIONS What did we see, hear and what did the pupils tell us?
Classroom environment **First impressions** – welcoming – positive - meet & greet - organised – tidy – signage for resources to facilitate independent learning, the classroom looks efficient and effectively focused for learning. Room lay out, furniture, use of space. Learning walls / working walls / informative / open questioning / celebrating success walls – notices – routines – school values.	
Ethos – values, SMSC and learning atmosphere. Embedded good established learning / work routines and systems that show consistency and are progressive across the school. **Relationships and communication** within the class team. Clarity of instruction – high expectations – time related. Pupil to pupil, pupil to adult, respect shown. Pupils have confidence to ask and demonstrate independent learning. What to do if I'm stuck? What do I do if I've finished.	
Lessons in progress – aspects that might be seen, but we expect to find evidence of! **What are they expected to be learning?** A seemingly well planned lesson – SMART objectives. Success criteria. **Differentiation for groups. Having High Expectations.** **Pupil engagement** – inspired to learn –appropriate differentiated learning opportunities to stimulate & matched to pupil needs. **Sensible buzz of pupil good learning behaviours and conduct.** **Pupil attitudes to learning** – sharing – resilience, concentration, independence – team working. **Quality of learning & facilitation** (Actual teaching 6%-10% per lesson!) – how much talk? What are the other adults doing? Monitoring pupil progress, observing, assessing progress? Acting as 'critical friends' to each other? **Dialogue and challenge** or facilitation by adults. **Pace, match and quality of activities** – well timed - evaluation of what the adults are doing during the lesson – how well are pupils learning and on task? **Risk taking**, **flexibility** if things are not working and pupils are struggling or finding activities too easy. Prepared back up /extension activities. **SMSC in action** throughout the lesson. **ICT at the point of learning**. Independent learning, **Pupils taking personal responsibility**, helping others. **Quality of interventions by adults** especially for SEND pupils. Rapid progress. Closing the gaps. Use of and recording assessment for learning. **Use of in lesson reflections (plenary)** on small aspects of learning. **Pupils understanding their progress, their targets and next steps –** recording for next time. Regular review of in lesson pupil progress and new learning.. **Pupils receiving feedback** – **marking** - use of comments (written and verbal) by pupils in work. Pupil interviews – they talk openly about their feelings, their lessons and their learning. **All pupils show & know their progress each lesson. Adults should know too for next lesson! Who needs more help? Annotated planning.**	
Overall impressions and judgements – the quality?	Specific considerations or developments Teacher – other adult comments

Signed by observer _____

LESSON OBSERVATION RECORDS - EVIDENCE

Name of observed   Name of observer   Class/group   Date

FORMAL / DROP IN OBSERVATION .   Time   Length of observation   Lesson

Not all aspects will be seen in DROP INS

I / We can see that: Based on grade descriptors - Good and Outstanding	Because : (example of evidence)	
1.High expectations – what are they learning? Teachers (including TA's and other classroom adults) have consistently high expectations of all pupils and ensure that effective support is focused on pupil learning (LO's) and matches individual needs.	Learning objectives and success criteria clearly evident.	
2.Planning and match They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.	Resources available - ICT	
3.Subject knowledge Subject knowledge is used to plan astutely and set challenging tasks based on accurate assessments. (Data, Targets, Prior learning, Pupil progress)		
4.Teaching styles – activities and pace - classroom ethos leading to pupil engagement. Teaching the class /groups and providing facilitation for learning. Teachers use a range of imaginative teaching styles to sustain pupils' engagement, concentration, motivation, and interest. Teachers create a positive climate for learning.		
5.Classroom dialogue and challenge Teachers listen to, carefully observe and skilfully question pupils during lessons, Effective questioning is used to gauge pupils' understanding, tackle misconceptions so that tasks can be reshaped with explanations to improve and extend their learning.	The classroom team - Use of other adults.	
6.During lesson review of progress and learning Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.	Are all pupils sharing good work – challenging and making progress?	
7.Marking and feedback Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains. They ensure that pupils know how well they have done and what they need to do to improve. Clearly directed and timely support and intervention, match individual needs accurately. Books / work tidy, well presented – marking up to date.	Is there evidence of in lesson assessment?	
8.Basic skills across the curriculum The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.	Observations in lessons other than English and maths.	
9.Pupil's work and their views Pupils can articulate (age appropriate) what they are doing & why, where they are going next (their targets) & what more they could do & say what progress they have made. How they feel about their leaning & what they are asked to do. Their attitudes to school generally Home work is appropriate and done regularly.		
10.Pupil progress – In lesson and records of Data Most pupils or almost all, groups are making rapid and sustained progress, they achieve well over time. (Groups: SEND, Pupil Premium and most & least able)	Are all pupils making progress in the lesson?	
11.Evidence of SMSC – Pupil in lesson behaviour		
Other aspects noted - attendance and punctuality	Comings and goings- movement round the room, pupils and adults.	
	Overall best fit grade	

LESSON OBSERVATION RECORDS – EVIDENCE

FEEDBACK

Name of observed   Name of observer   Class/group   Date
FORMAL / DROP IN OBSERVATION .   Time   Length of observation   Lesson

Lesson Strengths – Overall quality of teaching – SMSC - Evidence of in lesson pupil progress – enjoyment in learning.
Feedback discussion points - before planning and agreeing areas for development
Conclusions and actions to move forward – monitoring dates if relevant.
Teacher comments
Lesson Grade INADEQUATE   R/1   LOW GOOD   HIGH GOOD   LOW O/S   O/S

Signed by Observed   **Date**   **Signed by Observer**   **Date**

A SUPPORTING - COACHED ACTION PLAN

Name_____

Support / Coach_____   Date_____

Aspects for improvement could be taken from the grids above Pedagogy descriptors (cut and paste) or the inspection grade descriptors for teaching.

Classroom staff working to support each other in 3's or pairs. Aspects could be directed following observations or at the request of staff who are proactive in developing their classroom practice.

Aspect to improve .
Success criteria to be achieved by - dates?
Support
Evidence

Tasks and actions. What was done?	Who is involved?	Aims / success criteria for next session	Deadlines agreed	Comments Reflection Review comment
At first session				
After second session				
After third session				
After fourth session				
After embedding period 3 - 4 weeks Monitoring visit				

Signed by Observed   **Date**   **Signed by Support / Coach**   **Date**

SCHOOL

LEARNING SUPPORT ASSISTANTS - SKILLS AUDIT

LSA / LSP Name……………………………. Date………

Self-assessment – Audit: 1 – Very competent   2 – Good   3 - Satisfactory   4 - Requires improvement

	AUDIT Self-asse-ssment	2014-15 Focus	2015-16 Focus
A. General skills			
1. Be a professional role model for all students (By the way you talk to them and colleagues, your behaviour and conduct in and around school, the way you dress appropriately. etc.)			
2. Marketing the school both internally and externally – being positive about it and all it stands for (It's Values, Aims (vision) and Key Priorities for improvement)			
3. Being confidential in what you're told about students and what you repeat to others – only on a need to know basis.			
4. Making good decisions, using common sense, being safe yourself and helping students to be as safe as they can be? (Risk taking safely!)			
5. Developing your understanding of our children's complex needs			
6. Increasing your knowledge of Mental health, Emotional development, Physical development in relation to our students.			
7. Knowledge of simple medical routines in school and First Aid (Any qualifications?)			
8. Know and apply school policies and agreed routines – especially behaviour policies and classroom routines – alarms – danger routines.			
9. Know and apply Playtime – Lunchtime - routines to support students			
10. Wear appropriate dress for specialist subjects (Health and safety – PE, Science, DT etc.)			
B. Language and communication skills			
1. Using good sentences yourself – (the appropriate use of spoken English)			
2. Being able to challenge to students (correcting their use of language at the time. Use of voice for appropriate situations – not inflaming the issue!)			
3. Good questioning to give students ownership of their learning, using suitable words and appropriate tone / pitch			
4. Being supportive, professional , non-judgemental, listening, sensitive use of humour! (with students, parents and carers and staff colleagues)			
5. Able to use good listening skills, Use silence appropriately.			
6. Able to talk professionally about students and home situations to parents and carers (confidentiality)			
7. Keeping records of meetings and conversations (being confidential as necessary)			
8. Reading stories / instructions / students work to others with excitement, into role of the characters, accurately and helping students to have the same skills in reading their work to you and others			
C. Practical			
1. Putting up display – Classrooms / public areas - celebrating students success, working walls, resource / research walls, notices walls – with accuracy, papers being level and measured, artistically with colour, in 3D, or creatively if required			

	AUDIT Self-asse-ssment	2014-15 Focus	2015-16 Focus
2. Practical skills - Measuring, cutting, cutting out, mixing, colouring, stirring, mounting, filing,			
3. Being tidy - putting things away! (leaving rooms and resources as you would expect to find them!) Helping students to acquire these traits!			
4. Your own physical skills and expectations of students in specialist situations - moving, balance, roll play / drama / dance – use of specialist equipment			
5. Ability for organising yourself and others. (always being on time and meeting deadlines)			
6. Know and apply Health and safety expectations, standing - sitting, good posture. (where to sit /stand in a learning room - peripheral vision, to see maximum number of students)			
7. Helping students to be on time, ready to learn with appropriate equipment so that the school maximises their learning time.			
8. Teaching knowledge when with groups or individuals, student engagement, motivation and application to their activities and learning, suitable pace, (adults not talking too much!) Student concentration span – appropriate use of language to challenge their thinking, learning and establishing good conduct.			
9. Knowledge of the requirement and routines in specialist rooms – DT, Food tech, Science, Art, Textiles, Music, PE, Drama,			
10. Have knowledge of and apply with the teachers correct and suitable furniture lay out, (class seating plan) , learning resources (helping students to independently find what they need, helping them to research)			
11. Assessment - recording – sharing with the teachers and or those more responsible your observations (pupil progress, behaviours – Sleuth) Assessment (B-squared- AfL),			
12. Your own IT skills (word, internet, text, power point, email, excel) typing – key board skills			
13. Classroom – core subjects – support learning across the curriculum in English, Maths, Humanities, RE, PSHEC			
14. Helping students to acquire good handwriting, note taking skills, reflection and thinking time, to use feedback from teachers to improve their learning and next steps			
15. Do you have any interests or skills you could offer to the school as a whole or its curriculum which you aren't currently involved in? (Eg. Cooking, sewing, making things - wood work, walking and nature, forest schools skills, piano, guitar, music, arts, IT interests and skills?)			

SCHOOL

LEARNING SUPPORT ASSISTANTS - NATIONAL STANDARDS

LEVEL 3 AND LEVEL 2 STANDARDS

In setting Appraisal Objectives include Job descriptions and responsibilities and appropriate career stage descriptors, previous year interim review and final review records. Also next year school layered objectives. Parts and numbers can be recorded on individual Objective Setting sheets.

L3 / L2 Name……………….…… Reviewer ……………………   School year …… Date………

Self-assessment – Audit: 1 – Very competent   2 – Good   3 - Satisfactory   4 - Requires improvement
Only tick or record in the boxes that are relevant to your role and responsibilities

Revised 2010	RELEVANT STANDARD FOR YOUR POST – TICK	AUDIT See self-assessment above	2014-15 Focus	2015-16 Focus
A. Professional Attributes				
1a.STL4 Contribute to positive relationships: (CCLD 201) Responding positively to children, young people and adults. It includes verbal and non-verbal, the importance of valuing people equally.				
2a.STL5 Provide effective support for your colleagues: Being an effective member of the school staff, working effectively with colleagues.				
3a.STL21 Support the development and effectiveness of work teams: Being an effective member of a work team.				
4a.STL20 Develop and promote positive relationships: (CCLD 301) Developing and promoting positive relationships with children and young people.				
5a.STL22 Reflect on and develop practice: (CCLD 304) Needing to reflect on practice.				
6a. STL45 Promote children's well being and resilience: (CCLD 308) Helping children to develop self-reliance, self-esteem and emotional resilience.				
7a.STL47 Enable young people to be active citizens: (YW A3) Working with young people to enable them to investigate and understand the issues within their communities				
8a.STL46 Work with young people to safeguard their welfare: (YW D4) Understanding and evaluating hazards and risks, and the individual carrying out their work safely				
9a.STL51 Contribute to improving attendance: (LDSS 6) This unit is about monitoring attendance to identify patterns of absence and lateness and working with families to find ways of helping the pupil to attend school more regularly.				
10a.STL57 Organise cover for absent colleagues: Organising cover when a teacher or support staff colleague normally responsible for teaching or supporting a particular class is absent from the classroom				
11a.STL62 Develop and maintain working relationships with other Practitioners Working effectively with other practitioners by doing what can be done to support their work and using their strengths and expertise				
12a.STL63 Provide leadership for your team: (M&L B5) Providing direction to the members of the team and motivating and supporting them to achieve the objectives of the **team and their personal work objectives.**				

13a.STL66 Lead and motivate volunteers: (MV D2) Leading and motivating volunteers so that they achieve high standards.				
14a.STL67 Provide learning opportunities for colleagues: (M&L D7) Supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.				
15a.STL69 Support competence achieved in the workplace: (L&D L20) Supporting individuals to develop and demonstrate competence in the workplace.				
16a.STL64 Provide leadership in your area of responsibility: (M&L B6) This unit is about providing direction to colleagues in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.				
17a.STL65 Allocate and check work in your team: (M&L D5) Ensuring that the work required of the team is effectively and fairly allocated among team members.				