AUTUMN CONFERENCE

ASHTON ON MERSEY HIGH SCHOOL

Cecil Avenue, Sale, Cheshire M33 5BP . Tel: 0161 973 1179

Tuesday 7th October 2014   9.30 am. – 12.30 pm.

TEACHING ASSISTANTS APPRAISAL

PROTOCOLS FOR YOUR SCHOOL

John Hemmings – Education consultant

1. **9.30 Welcome and introductions**
2. **Planning your structure – who, how and why?**
3. **Developing a protocol and calendar – what and when?**
4. **School expectations – links to teaching and teachers**
5. **10. 45 Refreshment break**
6. **11.00 Training reviewers – consistency and quality assurance**
7. **National standards to meet the job requirements**
8. **Setting SMART objectives – layered objectives in line with School development plans**
9. **Putting effective TA Appraisal into the school**
10. **12.15 Questions and close for 12.30**

Planning your structure – who, how and why?   What do your TA's , LSA's, LSP's do in your school?

HLTA	TA's in the classroom	TA's on 1:1	Others (ICT support, Library, Sport, Reprographics etc.)

STRUCTURE FOR APPRAISAL OF LEARNING SUPPORT ASSISTANTS, MIDDAY SUPERVISORS AN D SCHOOL ADMINISTRATION

WHO?   Inclusion?   Senco ?   DHT? AHT?
1.
2.
3.
4.

LSA's Level 4	Cover supervisors
1.	1.
2.	2.
3.	3.
4.	4.

LSA Level 4 1.	LSA Level 4 2.	LSA Level 4 3.
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

L3 1.	L3 2.	L3 3.
LSP's level 2	LSP's level 2	LSP's level 2
1.	1.	1.
2.	2.	2.

Developing a protocol and calendar – what and when?

PROTOCOLS FOR TEACHING ASSISTANTS - LEARNING SUPPORT ASSISTANTS

1.The main aim for a programme of Teaching Assistants / Learning Support Assistants and other classroom Support Staff appraisal process is to provide pupils with the best possible learning opportunities and to improve the professional skills of individual members of staff as part of the ethos and values of our school.

2. The main cycle for Learning Support Assistants and other classroom school support staff will run from October to end of the summer Term in the following calendar year– see calendar.

3. A current Job Description is an essential document for the process – it should show the level of appointment – title of the role – main responsibilities.

4. Where Learning support Assistants are 'teaching' groups or individuals as part of their responsibilities they are expected to follow school expectations for the quality of teaching, targets for pupil progress and professional expectations, planned interventions / curriculum maps / 1:1 programmes in line with school policies and the relevant National Standards.

5. There will be a formal objective setting meeting at the beginning of the cycle (October) , reflection on the previous year, school pupil progress meetings (data of pupil progress, effectiveness of interventions for SEN /Pupil Premium children) and Formal Observations will contribute to the Interim Review meeting which in turn will inform the Annual Review Statement. (Accountability and evidence for quality of staff performance for headteacher and governors)

6. Learning Support Assistants will have 3 objectives – 1. – Whole school objective. 2 - for Pupil progress for Groups / individuals. 3 - Personal Professional development and or Leadership for level 4 and Cover supervisors– all based on the Learning Support Assistants National Standards.

7. All Learning Support Assistants are expected to undertake an audit to identify their level of competency against the national standards and aspects of the quality of teaching and learning. The paperwork for setting objectives, interim reviews, assessment at the end of cycle of Annual Review and expectations is set out. Guidance to reviewers is also part of our process.

8. There is a clear structure of line management, which will change as a result of staff deployment and school needs - see current Reviewers / Teams structure.

9. Midday Supervisors (One objective for professional development) and Administration staff (two objectives during the cycle -Job skills and professional development)

10.When objectives are not fully met or staff are experiencing underperformance during the cycle then Learning Support Assistants may be involved in and individual informal internal support plan or a support coaching action plan. If objective are not met at the end of a cycle then they can be taken through to the next cycle.

11. It is the responsibility of all Learning Support Assistants to keep their own records of evidence for each objective and update this evidence on a regular basis.

12. CONFIDENTIALITY – all discussions and setting of objectives are expected to remain confidential to the Learning Support Assistant and their reviewer. Paperwork will be available to them and only available to the senior staff members of the school appraisal leadership.

13. Where issues of concern arise or an appeal against the appraisal process arises then Learning Support Assistants should aim to resolve the issue with their reviewer in the first instance, if this is still unresolved then they may appeal to the school appraisal leadership..

Performance rating at the end of the cycle

1. **Outstanding performance –** Performance is exceptional against most or all job accountabilities and objectives, role requirements were exceeded.
2. **Good - achieved expectations –** Consistently meets job accountabilities, role requirements and objectives – (This rating might trigger a coaching plan initiated by the Learning Support Assistant in discussion with their Reviewer)
3. **Satisfactory –** Has met some of the objectives and job accountabilities. (This rating might probably trigger a coaching plan in discussion with the Reviewer)
4. **Improvement required –** Has not delivered job accountabilities and /or performance frequently fell below role requirements and / or objectives not met. (This rating will almost certainly trigger an individual support plan in discussion with the Reviewer and school appraisal leadership)

DEFINITIONS OF EVIDENCE

Lesson observations	Formal lesson observations are part of the school appraisal process. They are used to measure the development of the teaching quality of individual staff over time.	**Identification of own CPD needs**	Teachers should identify their own professional development needs by audits, reflections, aspiration and from advice in the appraisal process Such programmes will be in line with school SDP key priorities
Drop-ins	Basically non-judgemental – used for checking up on planned developments and interim monitoring.	**Contribution / sharing of good practice**	Evidence of sharing teaching and professional ideas and strategies with colleagues.
Work scrutiny	Reviewers or senior staff looking at pupils books and work for quality of presentation, marking and feedback comments linked to planning and pupil progress data.	**Compliance with school policies**	Demonstrate a knowledge and application of school policies that are relevant to the role and situation
Pupils' view of their progress	Gathering the views of pupils is an essential part of coming to opinions of good or better teaching practice. Talking to pupils during lessons or to individuals or in groups outside lessons.	**Role modelling expected behaviours and standards**	Setting high standards of professionalism at all times – applying the National Standards and recognising the needs of staff in teams.
Learning environments and resources	Classrooms and specialist rooms from particular responsibilities. Display, accessibility for independent learning, preparation for effective learning, available resources and storage. Lay out of furniture etc.	**Parental view of pupils' progress**	Listening to parents at parents evenings, notes from them during the year and comments from end of year reports.
Pupils' progress data / APS	Data from planned pupil progress checks, and pupil issues, barriers and successes. Data available from school B Squared system	**Team / colleague relationships**	Evidence of working in partnership with colleagues.

Teachers own use of school tracking systems / data	Use of pupil progress data from pupil progress checks and used in planning. Annotated planning and individual teacher assessment records of pupil progress, marking comments and feedback. Records of planning with / for other adults.	Application and consolidation of development	Professional conduct and achieving the relevant teacher standards – development of quality of teaching
Learning Support Assistants – Records of planning – To do books - jobs for other staff	Many LSA / LSP's keep records of the planning of their teaching and the lessons which they support as well as and their assessments of pupil progress so that they can pass them on to teachers. Some also have a class 'To do Book' that acts as an communication system of jobs to support teachers and development of learning resources.	Learning Support Assistants – Collection of evidence for appraisal objectives	It is the responsibility of LSA / LSP's to keep their Appraisal Files up to date with records in their logs and collection of evidence against each objective.

Learning Support Assistants Appraisal Calendar

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Review of previous year Setting objectives.	**October** Objective setting Obj. 1. Pupil progress start of new groups Obj. 2 Prof dev. Obj. 3 Leadership (Book Dates in the diary – publicise so that the team knows as well as school appraisal leadership)		**January / February Interim review** Obj. 1. Pupil progress review from September. Obj. 2 Prof dev. review. Obj. 3 Leadership Review (Book Dates in the diary – publicise)	**February Interim review Continued if required**		**June Annual review and Statement** Obj. 1. Pupil progress review for the year. Obj. 2 Prof dev. Review of the year Obj. 3 Leadership. Review of the year Annual statement written and agreed. Passed to headteacher (Book Dates in the diary – publicise)
Formal lesson observations		Formal observation 1 And analysis of data, and scrutiny of pupil work (Book Dates in the diary – publicise)			Formal observation 2 For Specific individual support and coaching plans if necessary (Book Dates in the diary – publicise)	

School expectations – links to teaching and teachers

PUPIL PROGRESS DATA - FORMAL LESSON OBSERVATION RECORDS – PUPIL'S WORK, BOOKS AND THEIR VIEWS

Pupil Progress Meeting (check), points for discussion – Brought to the meetings

Class -   Teacher and Classroom staff team   Date -

Names: G/B Category of vulnerability e.g: LAC, SEND, Pupil Premium, G&T etc	Area/s of concern (e.g CLL, PHSED, R, W, M, progress or attainment, behaviour)	Recent changes since the last PPMeeting, in Social circumstances, Behaviours in class, school, Attitudes or factors outside school that could affect progress.	Details of attainment and progress: Communication and language - Phonics, Grammar, Writing, Reading, Maths, Behaviour. Emotional Physical, Creative. ICT	Current strategies (What has been in place?) Impact and effectiveness.	Future Strategies to trial/Actions to be taken/Aspects for consideration (What more can we do?)

Cara Head – Head of School April 2013

Continue onto another sheet if necessary.
Use a separate sheet for school identified Vulnerable pupils and Pupil Premium Pupils.
Please complete and bring them to the Pupil Progress Meeting. Copies to Headteacher and Deputy Head before the meeting

AN OVERVIEW OF LESSON OBSERVATION RECORDS – EVIDENCE FOR EACH TEACHER

Grade - INADEQUATE 6. R/1 5. LOW GOOD 4. HIGH GOOD 3. LOW O/S 2. Outstanding 1. Review date_____

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.							
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.							
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.							
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.							
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.							
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.							
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)							
11.Evidence of SMSC – Pupil in lesson behaviour							

Grade - INADEQUATE   6.   R/1   5.   LOW GOOD   4.   HIGH GOOD   3.   LOW O/S   2.   Outstanding 1.   Review date_____

Pupil progress –Records of progress over time from agreed baselines Most pupils or almost all, groups are making rapid and sustained progress, they achieve well over time. **Data from Pupil Progress meetings. Are planned targets being met for :-** (Class / Groups: SEND, Pupil Premium and most & least able)									
Pupil's work - in books - 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 and work form a range of subjects and learning** Books / work tidy, well presented – marking up to date. **Pupil views**									
Lesson observations - 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 **High expectations – what are they learning?** **Learning environments – use of resources, walls, technologies, room lay out** **Classroom dialogue and challenge - Use of other adults** **During lesson review of progress and learning** **Basic skills across the curriculum** **Evidence of SMSC – Pupil in lesson behaviour** **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. **Subject knowledge** Subject knowledge is used to plan astutely and set challenging tasks based on accurate assessments. (Data, Targets, Prior learning, Pupil progress)									
Other comments									

10.45 Refreshment break

11.00 Training reviewers – consistency and quality assurance

Who will be your reviewers? How and when will you give them time to carry out their role and duties?

a. **National standards to meet the job requirements**

Objective Setting, Interim Review and Annual Review

1.The Objective Setting meeting will be held in October – reviewers are to agree dates and times with their team at least 2 weeks in advance.

2.The Interim review are designed to support the Learning Support Assistant to enable a check up to see that objectives are still relevant, make changes where necessary and the review progress.

3. The Annual Review will be to gather all the planned evidence (Learning Support Assistant to be responsible for gathering the agreed evidence for each objective) any other pupil progress data, or evidence from colleagues if relevant and determine if objectives are met / not met and at what rating. This record will be passed to the headteacher for school records.

Agenda for Objective Setting meeting

1. Evidence: Job descriptions and responsibilities, records from the previous year for review of objectives met or not met and rate, pupil progress transition records for new class / group / set, Learning Support Assistant relevant National Standards.
2. Review of previous year and agreement of annual statement with recommendation for pay progression to be submitted to the headteacher and available for the governors pay committee.
3. Taking evidence from the documents listed above – SLT planning, negotiation for setting the next year objectives.
4. Agreement on Success criteria – relevant National Standards – Evidence to be collected – possible training to be required – in line with school key priorities and passed on to school CPD co-ordinator
5. Learning Support Assistant views and agreement.
6. Dates in appraisal calendar.

Setting SMART objectives – layered objectives in line with School development plans   Key priorities?

In setting objectives reviewers should consider the 'SMART' method for each one.   Is it …….?

S   specific   M   measurable   A   achievable   R   realistic   T   timed

A simple guide to thinking and writing about a clear, measurable objectives or targets

Writing bullet points – KEEP THEM SHORT!:   ACTION – IMPACT – EXPECTATION / OUTCOME - EVIDENCE

Considerations:

1. WHAT IS TO BE ACHIEVED AND HOW WILL IT BE DONE?
2. WHAT ARE PUPIL PROGRESS STARTING POINTS OR BASELINES FOR THE PERIOD?
3. WHAT ACTIVITIES WILL YOU DO TO ACHIEVE IT?
4. WHAT EVIDENCE WILL YOU COLLECT TO PROVE IT?
5. WHAT SPECIFIC TRAINING WILL YOU NEED?
6. HOW, WHEN AND BY WHOM WILL IT BE MONITORED?
7. ACCOUNTABILITY FOR IMPROVED PERFORMANCE – FOR MEMBER OF STAFF AND REVIEWER

Exemplars of possible objectives:

1. Give support and challenge to 3 of the most able boy mathematicians in your class so that they receive good quality provision, making good progress when you work with them.

2. Improve the reading scores for a selected pupil from the class, with measured outcomes half termly.

3. Set high expectations for your group to show courtesy and respect for others, evidence will be collected from the group.

4. To improve relationships with students to provide good communication by always speaking to them in full correct English sentences. Evidence will be collected from students and colleagues.

5. To model professional practice to your team in order to build valued team performance.

Putting effective TA Appraisal into the school   What do we need to do next?

12.15 Questions and close for 12.30