

Effective support: working with others

**A Twilight Training Session
by Gareth D Morewood
Director of Curriculum Support**

Wednesday 14th March 2012

Supporting Information Sheets

Twilight Training Session - Support Sheet 1

Effective Additional Support

Scenario	What is the barrier to learning for this student?	What strategy could be implemented to support the student's learning?
<p>A Teaching Assistant always sits with a group of the lowest attaining students. The class teacher notices that the Teaching Assistant completes worksheets for the students.</p>		
<p>A Teaching Assistant is supporting two students, one with Asperger Syndrome and one with Attention Deficit Hyperactivity Disorder (ADHD) – the class teacher notes that although the Teaching Assistant keeps them quiet they are often not engaged in the task they have been set and consequently are not achieving their full potential.</p>		
<p>A teacher notices that a Teaching Assistant is holding the paper in place for a student with a physical difficulty.</p>		
<p>A student has become used to the Teaching Assistant scribing for her and will only produce 'written' work when this happens.</p>		

Twilight Training Session - Support Sheet 2

How Effective is the Adult Support in Your School?

Effective adult support is ...	At Priestnall we ...
... aimed at increasing students' inclusion in the learning of the peer group (and should not result in isolating them further)	
... common practice within the class where the teacher and TAs regularly work with a small group of students as part of lesson design	
... discreet so that students are not overwhelmed or embarrassed	
... selective – used at particular times for specific purposes within the lesson	
... linked to learning and withdrawn for some of the time	
... focused on maximising students' independence through engaging them and building confidence	
... planned wherever possible – the teacher and additional adult will at least have shared planning or discussed the lesson and their roles beforehand (not necessarily each lesson)	
... informed – delivered by adults who understand the students' individual needs	
... knowledgeable about students' targets, the learning objectives and learning outcomes expected, and how to help the students achieve them	
... skilled – trained adults who have a good understanding of the subject and teaching and learning strategies employed	
... alert to the class teacher's agreed 'ground rules' (for example, for talk in the classroom)	
... able to contribute towards the assessment for learning of particular students through observation and feedback to the teacher and student	
... not about encouraging a dependency culture (as in 'I'm waiting for my helper')	

Twilight Training Session - Information Sheet 1

From Dependence to Independence

Starter	This will usually introduce the lesson through a contextualising activity and/or some activity to activate or check on previous learning. It may also support students to revise and rehearse aspects of skills required for the specific text and task planned.
Modelling	This is useful to demonstrate a new aspect or revise something that all students have yet to master. The key point is that the teacher, as 'expert', does the modelling, explaining aloud why choices are made to students. In this way the thinking and decisions behind the work become explicit. The level of challenge here can be high because of the explanations that accompany the 'doing'.
Shared Work	This is useful when students need to be taught or reminded of something they do not fully grasp. Students are invited to contribute to shared work, which allows for a differentiated approach through targeted questioning appropriate to need. Questions need to be planned and shared work is an ideal opportunity to pursue Why? Tell me more about... and How do you know? questions that make the thinking and learning clear to all. Students are required to explain their reasoning just as the teacher has done during the modelled session. Talk partners are one way of allowing students to rehearse their ideas before offering them to the wider audience.
Guided Work	<p>This is an essential element in addressing individual needs in a small group context. Objectives can be adapted from those being addressed by the rest of the class. Guided sessions are an ideal way to personalise learning and can be used to catch students up or to push them on.</p> <p>Groupings are not permanent as students will be grouped according to a particular curricular learning need, not ability. The additional attention from a teacher in a small group is overwhelmingly popular with students.</p>
Independent Work	This is useful when a task (linked to the lesson objectives) has sufficient challenge to reinforce or provide the next step, unsupported. Students can also work in pairs or groups on the task and may be supported by reference to prompts or 'scaffolds' (independent means without teacher/adult support, not just students working alone).
Plenary	<p>This is useful at various stages throughout the episodes of a lesson as a means of allowing students to review progress and reflect on their learning.</p> <p>The final plenary is used to find out what next steps in teaching are required for the whole class and for individuals and groups within it. Like the shared session, the plenary provides an opportunity to assess specific students through their feedback and response to questions. This helps the teacher to decide who might benefit from some specific guided work in future lessons. It also gives students greater clarity about the next steps in their learning.</p>

Twilight Training Session - Support Sheet 3

From Dependence to Independence

	How will the additional support effectively support each of these stages?
Starter	
Modelling	
Shared Work	
Guided Work	
Independent Work	
Plenary	

Twilight Training Session - Information Sheet 2

Top Ten – Working with Teaching Assistants

1. All school staff are treated as integral members of the school team and as such are offered respect from other staff and students
2. Teachers and Teaching Assistants plan together – this will include discussion about learning outcomes, intervention or strategy to be used and resources that are relevant to the learning
3. There is an understanding of the purpose and aims of the lesson and how it fits into the curriculum
4. There is an understanding of the needs of the students and other relevant information and their learning targets
5. Agreed ground rules about who can do what and when, within a lesson
6. There is regular discussion between teacher and Teaching Assistant, especially about feedback in regard to student's learning and from observations and assessments they may have carried out
7. Teaching Assistants aim to build a student's independence, not encourage dependence
8. Teaching Assistants increase the opportunities to build a student's self-confidence by enabling them to succeed and give feedback and praise
9. Teaching Assistants are skilled and informed in the lesson to be taught – know the overall objectives for the lesson and are clear about how they will support and help the student to achieve those learning outcomes
10. Teaching Assistants have a role when the student/s they are supporting are absent

Twilight Training Session - Information Sheet 3

Top Ten – Ground Rules

Everyone needs to be clear about whether the Teaching Assistant can:

1. Give permission for students to leave the room
2. Have a role in behaviour management
3. Use the school's reward and sanction system
4. Have a role when the teacher is teaching the whole class or if the focussed students they support are absent
5. Mark work; carry out assessments and record students' learning

The teacher needs to make sure that:

6. They remain in overall control of students' welfare and learning
7. All students know why Teaching Assistants are working in their class and their names and roles
8. Learning objectives are displayed, shared and understood
9. Relevant information about individual students is made available to the Teaching Assistant
10. Teaching Assistants understand the key school's policies including SEND, behaviour, health and safety, equal opportunities, teaching and learning, inclusion and safeguarding

Twilight Training Session - Support Sheet 3 - Monitoring the Role of Additional Support in the Classroom

When?	What?
Before the lesson starts	<ul style="list-style-type: none"> • Check the teacher's planning to see what support is required • Note main lesson objectives and expected outcomes for targeted students • Secure a copy of resources and texts, etc. that will be used during the lesson • Check students' targets and rehearse their relationship to lesson objectives (and to their wider targets)
During the lesson introduction	<ul style="list-style-type: none"> • Ensure that students are clear what they will be learning (lesson objective) and what the teacher expects them to have achieved by the end of the lesson (learning outcome)
During whole-class work	<ul style="list-style-type: none"> • Keep students focused, engaged and help to maintain pace – refocus as necessary • Act as talk partner to particular students to allow them to rehearse their ideas and thinking aloud • Encourage responses from reticent students • Sign and use small whiteboard to emphasise key vocabulary (as required) • Model or role-play activities with the teacher
In group work	<ul style="list-style-type: none"> • Teach intervention sessions with small groups • Question students to ensure they understand the teacher's instructions as to what they are to do, what they will learn and what outcome is expected of them by the end of the group session • Explain roles, prompt and give time checks • Note issues, mistakes, misconceptions and difficulties so that the teacher can address these in the plenary or in future lessons (RoW sheets) • Rehearse reflection on learning so that student can present their ideas in plenary sessions
In plenary sessions	<ul style="list-style-type: none"> • Prompt students and help them explain strategies and reasoning to reflect on their learning • Monitor responses of some students as requested by the teacher
At the end of the lesson	<ul style="list-style-type: none"> • Clarify with students what the next steps in their learning will be • Ensure that students have homework in diaries and are clear about any follow-up required
After the lesson	<ul style="list-style-type: none"> • Provide feedback to the appropriate tutors and subject teachers

