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| **Teaching Assistant:**  | **Observer (s):**  | **Date:** |
| **Class / Group / Student(s):** | **Subject:** |
| **Focus of Focus of Observation: Performance Management / Regular Monitoring / Other** |
| 1. **Planning**
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| **Standards folder completed including QF intention sheet** |  |
| **Graduated Approach planning sheets** |  |
| **Evidence that TA is familiar with the Student Passport (s)** |  |
| 1. **Evidence of TA using high impact support strategies**
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| **No / Low impact** | * Distributing sheets and equipment.
* SEND student segregated from class on an individual teacher with the TA.
* TA conducts “stereo-teaching” where their interactions with the student cuts across the teacher’s whole class delivery.
* TA decides to do what they think the student can do / understand. This may not provide appropriate challenge.
* Organising student’s equipment / HW
* Correcting – the TA frequently provides answers without additional thinking
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| **Medium Impact** | * Role modelling good learning behaviour
* Questioning to check student understanding of the task
* Checking student progress through the task
* Circulating around the classroom
* Open questioning to promote thinking / progress
* Giving praise related to the work
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| **High Impact** | * Probing questioning to challenge thinking (including wait time)
* Does not immediately intervene - promotes independence
* Provides prompts for recall (task / skills / information
* Clueing by giving one piece of information
* Scaffolding the work to aid understanding
* Differentiating the task content to support or to challenge.
* Modelling next steps e.g. *“I am using the word bank to find a word to help me describe my character…”*
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| 1. **Evidence of effective deployment of the Teaching Assistant in the lesson**
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| * Fluid movement of the TA
* Rotating roles for teacher / TA
* Appropriate / timely teacher input for SEND students
* TA visibility
* Timely dialogue between teacher and TA
* High expectations from teacher and TA
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| **Strengths seen:** | **Areas for development:** |
| **SENDCO next steps (sharing good practice / CPD for TAs / teacher / pupil voice / passport changes etc)** |