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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** | | | | |
| **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** | | | | |
| **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 | |  | |
| **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 | |  | |
| **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…”* | |  | |
| 1. **Evidence of effective deployment of the Teaching Assistant in the lesson** | | | | |
| * 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 | | |  | |
| **Strengths seen:** | | | **Areas for development:** | |
| **SENDCO next steps (sharing good practice / CPD for TAs / teacher / pupil voice / passport changes etc)** | | | | |