Life aspirations for our children and the journey to achieve them

Promoting Independence - MITA

October 2018

MITA

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MAXIMISING THE IMPACT OF TEACHING ASSISTANTS
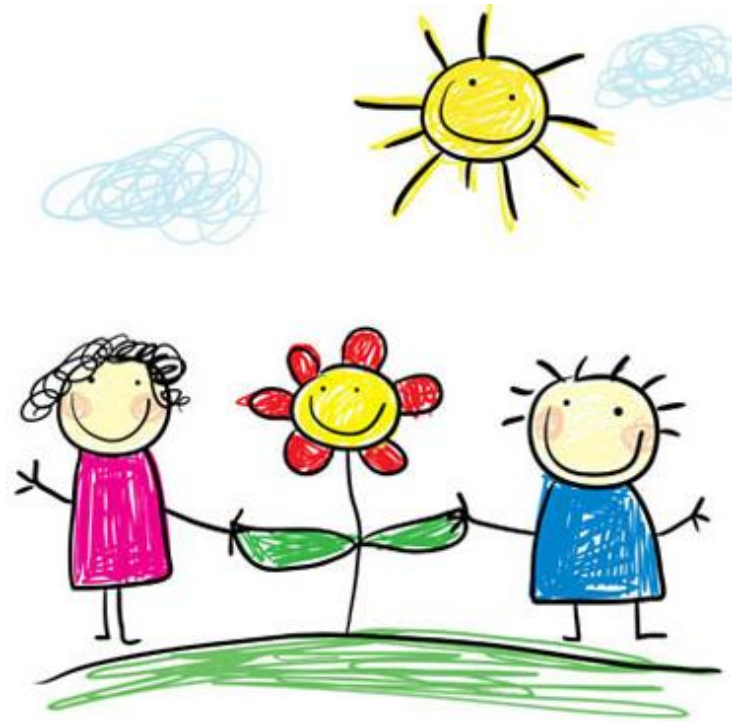
GUIDANCE FOR SCHOOL LEADERS AND TEACHERS

MAXIMISING THE PRACTICE OF TEACHING ASSISTANTS MPTA

MITA

MAXIMISING THE IMPACT OF TEACHING ASSISTANTS

ROUTLEDGE

Promoting and Supporting Independence Skills

Three Key pieces of research focusing on impact of Teaching Assistants

Deployment and Impact of Support Staff (DISS)

Exploring the types of support staff deployed at schools and their impact on teachers and pupils

Effective Deployment of Teaching Assistants (EDTA)

Developing and evaluating school based strategies for the effective deployment of TAs in supporting pupils

Making a Statement Project (MaST)

Addressing a lack of systematic information on what is known about the overall support experienced by pupils with Statements of SEN in mainstream schools

- Research overview – UCL media clip
- Rob Webster – NASEN Conference

http://www.ucl.ac.uk/ioe/research/featured-research/teaching-assistants

Barnet Parent Carer Forum

BARNET LONDON BOROUGH — with — CAMBRIDGE EDUCATION M M

2016 Data – Reflections on the Teaching Assistant workforce

- How many TAs are there in the workforce in England?

- Are there more TAs or teachers?

- How many TAs work part time?

- What is the overall cost per year of TAs?

Our TA workforce in numbers

- The rise and rise of TAs (FTE):

  — 2000 = 53,400 (19% of primary workforce)
  — 2005 = 97,900 (29%)
  — 2010 = 126,300 (32%)
  — 2012 = 146,700 (33%)
  — 2014 = 166,200 (34%)
  — 2016 = 177,700 (35%)

- recent headcounts:

  — 277,500 TAs
  — 250,000 teachers (inc. HTs, DHTs, AHTs & teachers w/o QTS)

- 91% primary TAs work part-time

£5 billion per year

#1 Pupil Premium spend

£18,000 per TA per year

£186,000 average primary spend per year

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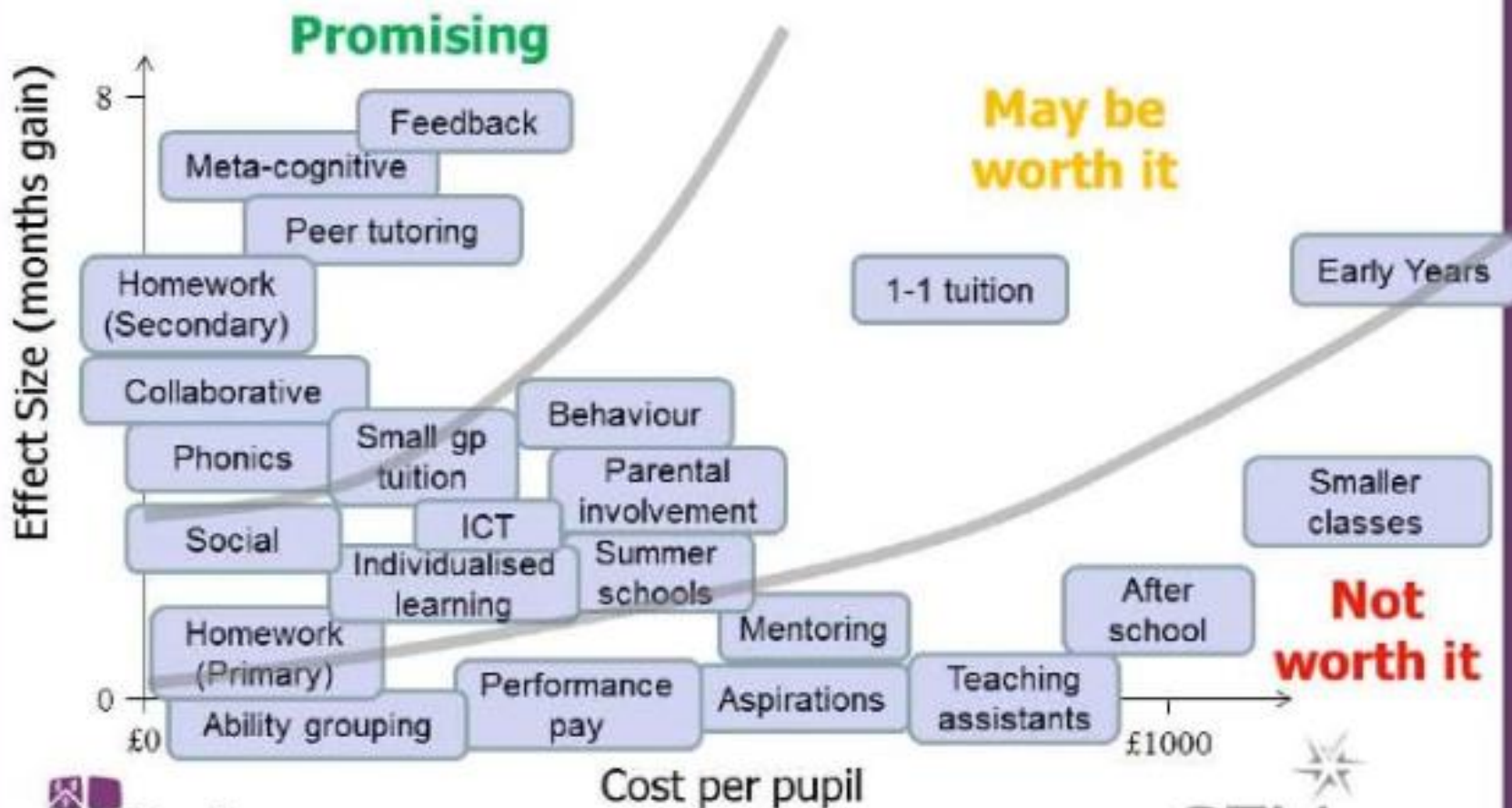- Rob Webster – NASEN Conference

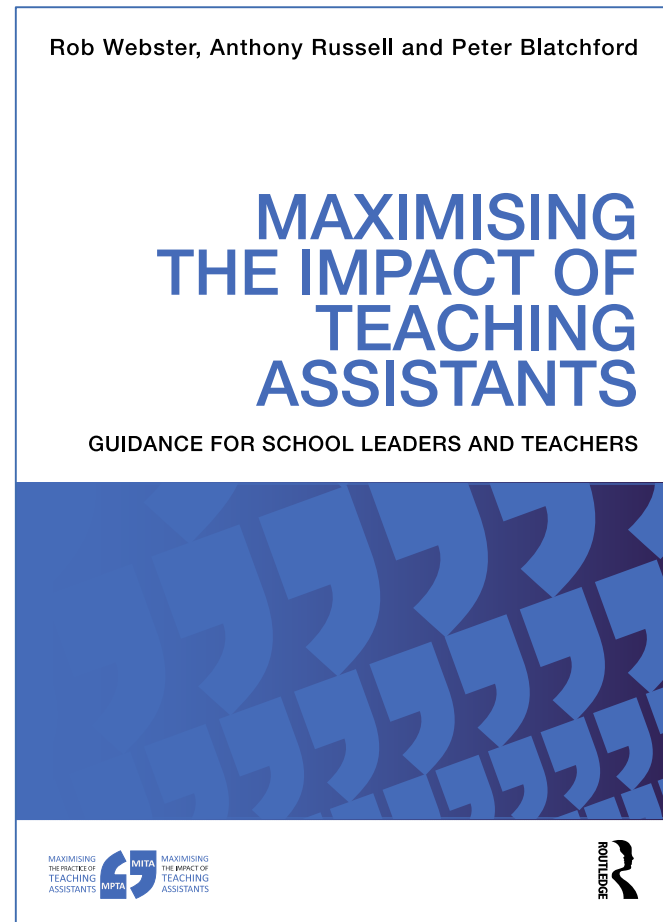http://www.ucl.ac.uk/ioe/research/featured-research/teaching-assistants

Impact vs cost

How we effectively utilise the skills, expertise and resource of our TA workforce

- Research indicates it is how we deploy TAs is a key issue

  - *TAs were more focused on completing tasks than pupils' learning and understanding*

  - *TAs had more responsibility for pupils with SEN statements than teachers – curricula, lesson planning, moment-to-moment teaching and learning decisions*

  - *Gaps were found in the knowledge of both teachers and TAs in meeting the needs of pupils with statements – teachers felt unprepared and often saw TAs as experts despite similar gaps in training and knowledge*

- Acknowledgement that TAs have a wealth of expertise and resource; the challenge is to ensure this is utilised to achieve maximum impact

- This what MITA aims to support

Summary of the evidence and how to act on it

7 recommendations on 'Making best use of TAs'

| RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN EVERYDAY CLASSROOM CONTEXTS | RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN DELIVERING STRUCTURED INTERVENTIONS OUT OF CLASS | RECOMMENDATIONS ON LINKING LEARNING FROM WORK LED BY TEACHERS AND TAs |

I
TAs should not be used as an informal teaching resource for low-attaining pupils

The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option. School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.

II
Use TAs to add value to what teachers do, not replace them

If TAs have a direct instructional role it is important they supplement, rather than replace, the teacher – the expectation should be that the needs of *all* pupils are addressed, first and foremost, through high quality classroom teaching.

Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation.

Where TAs *are* working individually with low-attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.

III
Use TAs to help pupils develop independent learning skills and manage their own learning

New research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.

IV
Ensure TAs are fully prepared for their role in the classroom

Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.

Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.

During lesson preparation time ensure TAs have the essential 'need to knows':

• Concepts, facts, information being taught

• Skills to be learned, applied, practised or extended

• Intended learning outcomes

• Expected/required feedback.

V
Use TAs to deliver high-quality one-to-one and small group support using structured interventions

Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are *only* observed when TAs work in structured settings with high-quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.

VI
Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:

• Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery

• TAs receive extensive training from experienced trainers and/or teachers (5–30 hours per intervention)

• The intervention has structured supporting resources and lesson plans, with clear objectives

• TAs closely follow the plan and structure of the intervention

• Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child

• Connections are made between the out-of-class learning in the intervention and classroom teaching (see Recommendation vii).
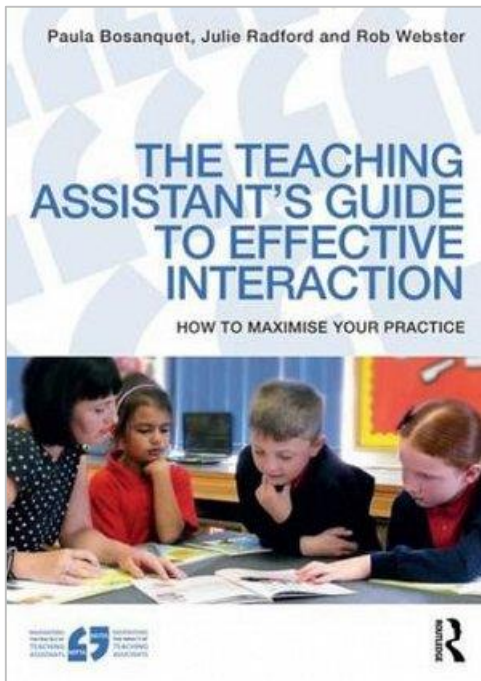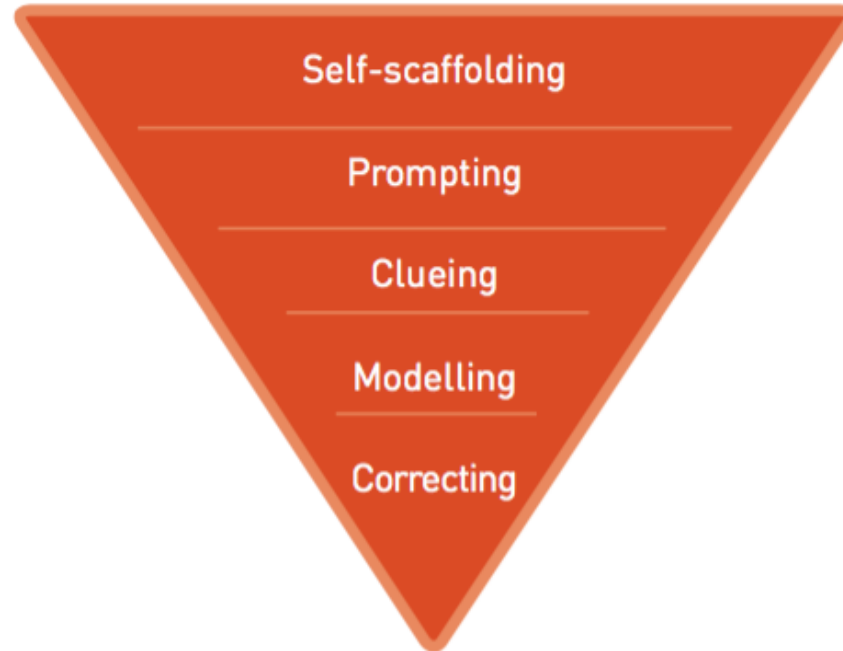
VII
Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away, from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.

Scaffolding for independence:
the Maximising the Practice of TAs framework