

INFORMATION FOR TEACHING ASSISTANTS (PRIMARY SCHOOLS)

You have been enrolled on the Induction Course for teaching assistants (TAs) prepared by the Department for Education and Skills (DfES). We hope that you will find this an informative and stimulating introduction to your work in this important role.

The course will consist of four full days of training away from your school, or eight separate half days or evenings, depending on how your LEA decides to arrange it. Some schools are also being offered a module on supporting pupils for whom English is an additional language. You should have received with this document a Course Programme which gives a general outline of the course and a list of activities.

We have recommended that the school appoints a mentor from the staff to support you in the course, and to help you establish yourself in your job. The mentor, or a senior teacher from your school, has been asked to attend the first two and last two sessions of the course with you, and has been invited to attend any other sessions that are of interest to them. (Two sessions take a half day or an evening.)

On the first day of the course you will be given a file or course book called the 'TA File' which contains the set of materials which accompany each module of the course. You will need to have this file with you at each of the training sessions.

Pre-course activities

In order to make the best use of time you are going to be spending on the course, we ask you to do some advance preparation. This involves looking at some materials and documents, and making two or three classroom observations, which you may well be able to do during the course of your normal work. These activities are to prepare you for the training course; they do not involve doing written work that is going to be 'marked' in any way. Your mentor will help you make any necessary arrangements.

The instructions for these activities form Annexes A to E of this document. Annexes C and E are only for TAs in Reception who are doing the special Reception course. When you receive the TA File you will find that there are details of a few further activities to be carried out during or after the course. These further activities will also either fit in with your normal work or involve a little extra reading. Please read each of the Annexes carefully before the start of the relevant session of the course. This document can be inserted in the TA File when you receive it.

Before starting the course you should establish a good rapport with your mentor and find out the answers to anything you do not understand. To do this, try to establish a regular time to meet when you are both fairly confident of not being interrupted.

Finally, please bring a copy of your job description with you to the first session of the course, Session 1 of the Role and Context module. You will need to refer to it during the training.

ANNEX A: PRE-COURSE PREPARATION FOR BEHAVIOUR MANAGEMENT

In order to make the best of the time spent in the behaviour management training module, there are key understandings, skills and ideas that you need to be aware of first. The ideas outlined here will be more fully developed during the main training, where you will have an opportunity to discuss issues with colleagues. You will also watch video clips illustrating a wide range of practical strategies to use with young children and you will be asked to make observations about them.

Please make sure you bring the information you collect in this session to the main training, as some of it will be used in it.

The pre-course preparation consists of a discussion activity and some background reading. It is recommended that you discuss the information here with your ST/M so that you can gain a wider understanding of how it affects your work in schools. It will also be valuable to discuss queries, issues or ideas generated from the background reading with your ST/M.

Managing behaviour effectively requires the use of both skills and strategies. Fortunately, these skills and strategies can be learned. There are three key issues here:

- personal skills and qualities are very important
- positive relationships are at the heart of managing behaviour
- effective practitioners manage behaviour within a framework.

It is suggested that as you go through this session you consider how these ideas will work for you. Think of the children you support and how you work with them. Can you see how a specific skill would help? Are there certain ideas you like the sound of or would feel particularly comfortable using?

Activity A

Considering rewards, other consequences and rules

Your work in school will be most effective as part of a team approach. Adults working together who are able to demonstrate consistency and predictability have a significant and positive impact on the choices children make about their behaviour and learning.

The aim of this exercise is to allow you to familiarise yourself with the structures in your school that are designed to support appropriate behaviour in children. Your school will have a behaviour policy, which should clearly describe the way adults manage and respond to children's behaviour. *It is very important that your approach fits in with the procedures outlined in this policy. Any concerns you have about this must be discussed with your mentor.*

Being familiar with the policies and procedures that exist will help you become an integrated member of the team, not only from the teachers' perspective but also in the eyes of the children.

Knowing the rewards, consequences and rules that operate in your school is clearly vital for the effectiveness of your work. However, no policy, procedure or school rule ever altered children's behaviour by itself. It is the quality of your interactions with the children and how you collaborate with the class teacher in the use of rewards and other consequences that will make the biggest impact on good behaviour. To work this way effectively means considering carefully what strategies are available for you to use and, crucially, how you employ them.

There are several key points to learn:

- A vital part of encouraging good behaviour is rewarding it when it happens. As an assistant you can play a very important role in noticing small instances of good behaviour and giving the child positive feedback. Examples of this are social approval with smiles, nods, and approving phrases like 'well done'. However, for behaviour that interferes with basic rights or breaks the rules, the logical response would be a consequence applied to get the child to make a better choice.
- When considering our responses to inappropriate or antisocial choices about behaviour, it is vital to note the fundamental difference between consequences and sanctions. A sanction is a formal response from within the school's behaviour policy. It may include warnings, time aside from others, or losing parts of playtime or other privileges. These have their place in supporting positive behaviour. However, effective practitioners frequently use a very wide range of low-level, 're-directive' responses before using any sanctions. These may include: non-verbal social disapproval such as a head shake, frown or stern look; distracting the child by using a question or changing a task; moving closer to a child; having the child sit by the adult; giving them something to hold; talking to them about their behaviour; asking them to make better choices – the list is very long!
- Any sanction used is likely to be either under the teacher's direction or solely the teacher's responsibility. However, you will need to learn to use on your own a wide range of low-level but effective consequences.

You will see an enormous range of these skills being used in the video in Session 2.

The teachers you will be working alongside have overall responsibility to manage the curriculum content and monitor student progress. However, for parts of the lesson you will be managing the on-task work time and the behaviour of an individual or groups of students. For all sorts of reasons some of these children will experience difficulties, and these difficulties can appear as poor behaviour.

Working with a partner such as your ST/M, look at your list and explore the following questions in relation to it. Note down your views.

- Are there any other ways of rewarding children that might be effective and appropriate?
- Are any of these rewards unattainable for some children?
- Which of these rewards do you personally use most frequently?
- Are there some rewards that you use infrequently or not at all? Why is this?
- Which of these rewards can be used for children who just do what is expected of them?
- In your experience, how do children react to being rewarded?
- Do you have any concerns about the effect of rewards?

(b) Other consequences

Does the school's behaviour policy have a list of sanctions teachers may use? Are they arranged in some kind of order, such as from the least to the most serious sanction?

It is likely that most of these formal sanctions will only be used by the teacher. However, when you are working with children and they make a poor choice about their behaviour, you will still need to teach them that there is a consequence to their choice.

Thinking about how you already respond to children's poor behaviour and the range of consequences you have seen used in classrooms, complete the activity below.

Make three columns on a sheet of paper, titled as below:

TA responsibility	TA with teacher consultation	Teacher only
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Place each of the consequences that you either use or have observed into one of the three columns in the table according to who has the authority to use them. For example, if you can make the decision to move a child to sit near you to help them pay attention you would place this in the column marked 'TA responsibility.'

It is suggested that you talk this through with your class teacher(s) and your mentor (if a different person).

- As you look at the consequences available to support you, are there any areas of concern?
- Are there ideas about consequences that you would like discuss with the teacher so that you can be more effective?
- In your opinion, what are the things that make consequences most effective?
- How much does the way in which they are applied affect the outcome?
- What, in your experience, do you do that makes your use of consequences effective?
- Which have the most impact on getting children on task and behaving well – rewards or consequences?

(c) Rules

With your ST/M consider the following questions from the perspective of *your* experience in the school:

- What are the rules that apply in the classroom(s) that you work in?
- Is there a difference from class to class? Does this have an effect on your work?
- Are the rules published?
- If you asked the children, would they be able to tell you what they are?
- Do they apply everywhere in the school (class/playground/lunch etc)?
- How do the children learn the rules?
- Do they understand what they are? How do you know?
- What, specifically, do the rules protect?
- Are all the staff including mid-day supervisors and administrative staff familiar with the rules?
- How did the rules come to exist? What process occurred to arrive at the school rules?
- Are they easy to follow/operate for
 - a) the children
 - b) the staff?

Activity B

Background reading

1. The learning climate – building relationships

This document will provide you with a basic awareness of ways in which you can structure your work and build the relationship for children to learn effectively and enjoy a sense of achievement.

Research into learning indicates that children learn best when they:

- are relaxed
- feel safe
- are engaged in activities which challenge but do not generate anxiety
- receive regular feedback which is positive and detailed
- believe they can be successful.

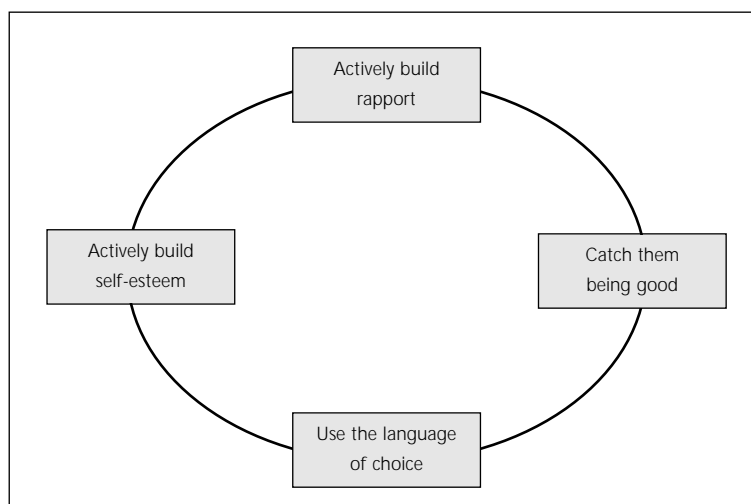
There are some basic skills of working effectively with children which characterise high-quality relationships, encourage positive attitudes and secure successful learning. Approaching your work with these skills in mind will enhance your ability to influence, guide, encourage and direct your students towards success. In other words, they allow you to help them become 'winners' in the classroom.

You will have an opportunity to discuss these skills with colleagues during the training and observe them in action on the training video. As you read through the descriptions of these skills it is a good idea to consider how they fit in to your personal experiences of working in your school.

It is useful to consider these skills as part of a model for creating positive relationships. The advantage of a model is that it allows you to examine individual skills and reflect on how you use them.

The diagram below is a model for building and sustaining effective relationships and supporting positive behaviour.

A model for building positive relationships



Actively build rapport

This is the process of getting to know people. It involves social interaction that may have little or nothing to do with the taught curriculum. Obviously, to build rapport effectively it is necessary to share your experiences with others and demonstrate an interest and an understanding of their world. This is not the same as trying to be everyone's best friend because maintaining a professional distance is also important.

Building rapport with children requires effort, commitment and skill. It happens in many simple ways. Learning names, and greeting children in the corridor and playground are examples. Showing genuine interest in not only in the things children do but also in them as human beings is a powerful base from which to lead and encourage them to be successful because it builds trust and confidence. In order to influence and guide children, you have to enter their world and be aware of their perspective.

Catch them being good

This principle is one of the keys to successful teaching and learning. The balance you achieve between correcting mistakes and giving feedback and praise for doing things well is crucial. This does not just apply to especially good behaviour but the many regular and important things that children are *expected* to do. How would you feel if no one ever acknowledged, recognised or appreciated the routine, everyday things you do that help?

Thanking children for following instructions after an activity is a very powerful way of helping them make better choices about their behaviour.

A key element here, when praising, is to let the child know what the praise is for. 'Well done that group! I see pens down and everyone looking this way. Thanks,' is more effective than 'Well done that group for paying attention,' because it actually tells the children specifically what behaviours they can repeat to gain praise and appreciation again.

Use the language of choice

Is it possible to *make* a child write in a book, sit still or stop talking? The answer is obviously no. What usually happens when behaviour is inappropriate is that, in some way or other, the adults present the child with alternative choices or consequences. Have you ever caught yourself saying to your own children, *'If you don't clear up that mess you're not going to watch TV!'*

Using the language of choice as the foundation of your work with children is absolutely crucial. When you recognise and work with the principle that children make choices about their behaviour and their work you begin to:

- reduce instances of conflict arising from trying to make things happen
- teach them a sense of responsibility
- create an important link between choice and consequence
- help to empower them as individuals.

Effective classroom practitioners use the language of choice in an open and deliberate way. They give feedback to children about the choices they are making, letting them know whether they are good choices or bad choices. In other words it becomes a familiar part of the language they use to give directions and feedback.

Examples of feedback are:

‘Danny, the instruction is independent seat work. I’d like you to choose to do that now – thanks.’

‘I like the colours you’ve used Sheetal. Great choice!’

‘Gavin, if you choose not to finish your work now, you’ll be choosing to finish it at playtime. Make a good choice and get back to work now – thanks.’

In all these examples, there is a link to the consequences of a particular choice. In simple terms, if you make a good choice you get a positive consequence, which may range from a smile or verbal approval, through the award of stickers and stamps etc, to more formal certificates and notes home. On the other hand if you make an inappropriate choice, you receive a negative consequence.

In all of this, the main aim is to create a learning experience: to make a connection in the child’s mind between the choices they make and the outcome we create, and in this way to influence positively future choices.

Actively build self-esteem

The concept of self-esteem is a complex one with many aspects to it. It involves a person making decisions about their experience of the world and then judging their value. If experiences in school are constantly negative and unsuccessful they will, in time, undermine the child’s belief in their ability to be successful. In other words, children will create a model in their heads that accepts a lack of success as normal for them. It isn’t a pleasant or motivating model and is likely to lead towards behaviours that avoid risk-taking and challenge (the very behaviours that characterise learning). These behaviours can often be challenging at varying levels and disruptive in many ways.

The good news is that self-esteem is not a fixed idea. It is a process that can be changed. If a child has a negative self-image (low self-esteem), you as a significant adult can help improve it. The more we actively set out to let children know how much we value and respect them, the more we will improve their self-esteem.

This is not an instant process or one which involves any single major event. It is accomplished by the regular, simple, everyday interactions we have with the child: interactions that give them the confidence to make a mistake; feedback that frequently points out what they do well and the good choices they are capable of making. It is also important to reassure them that even if they sometimes choose badly they are still valued.

2. Creating a framework for classroom support

You will be most effective in supporting children when you have a clear idea of what is expected of you. You will feel most comfortable when the class teacher has explained and offered guidance to you to help meet those expectations. If you are unsure at any time, being reminded or given extra information in a polite and respectful way is not a problem. In fact, it will probably add to your feelings of belonging – of being a welcome part of the team.

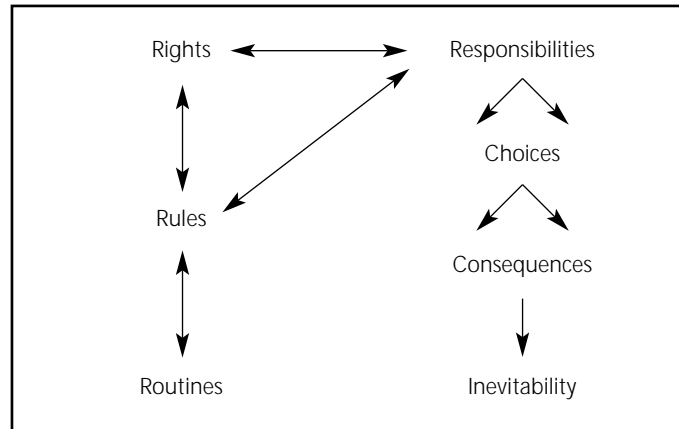
The same principle applies to children in class. We should provide them with a known and understood way of working, help them feel safe, valued and a part of the team, and develop a sense in them of belonging to the learning group.

Naturally, there are many things about working with other adults in a classroom that need prior discussion and agreement. It is particularly useful for the children to see you engaged in these discussions and planning together.

One of the most important subjects on which you must have a consistent approach is the management of the children's behaviour. This will mean that the adults in the classroom have a clear idea of the framework that governs how they will all work with the children.

Any framework that operates in class needs to make it easy for the adults to work with the skills outlined in the previous section. One especially powerful framework is referred to as the '4Rs'. They are rights, responsibilities, rules and routines.

The 4Rs



The 4Rs framework helps:

- children make better choices
- keep the focus on learning
- give a sense of fairness to both praise and correction
- children take responsibility for their own behaviour and learning
- create a consistent and predictable framework
- adults to share a common theme and common language
- children know where they stand
- children feel safe.

Rights

Most people agree that the basic rights that adults and children both share in a classroom are:

- the right to learn
- the right to feel safe (physically and emotionally)
- the right to respect and dignity

and that the teacher has the right to teach.

Using these rights as a way of supporting behaviour management allows you to move beyond the 'because I said so!' approach.

Responsibilities

A fundamental goal in classroom management is equipping children to become responsible for their own behaviour. Even very young children can understand that they can take responsibility for their behaviour. Working with the language of choice is a very powerful way of teaching children this vital idea. As they begin to realise that they are in fact making choices in many areas of their life (if you choose a chocolate bar you're also choosing not to have crisps), you can more easily guide them towards making more and more choices that are helpful to them and socially appropriate.

Of course, part of the process of teaching them to make better choices is to ensure that we teach them that each choice has a consequence. Good choices are rewarded with smiles, verbal praise, stickers etc. Poor choices are followed up with a consequence, which could be a simple shake of the head or a frown or may involve talking to the child about their behaviour. The wider the range of strategies you can use the better it is.

Also, it is vital to connect personal responsibility to the enjoyment of rights. In our everyday dealings with children we have to make that connection clearly understood. In other words, just as you enjoy the right to feel safe, you must take the responsibility to behave in such a way so that others can feel safe too.

There is a basic fairness to this idea that appeals to children of all ages.

Rules

Most schools have rules. There may be different rules for the playground and for the classroom. Familiarising yourself with what the rules are and importantly how the teacher interprets and uses them will help you work together. Using the same kind of phrases so that the children recognise a connection between the adults working with them can be very powerful.

The fact that there are rules and they may be printed on a poster on the wall will not guarantee that children will either remember or follow them. Basically, the fewer rules there are, the easier it is to remember to use them effectively and refer to them.

An important part of the work that goes on in a classroom is to actively teach children what the rules are. You will do this most effectively by acknowledging and praising children when they get it right.

'Thanks for remembering our lining up rule everyone. Good choice!'

Obviously, you will also need to remind them to make better choices when they forget, but you should aim for a balance that favours catching them getting it right. Reminding them of the rule is a very good way to redirect their choice rather than confront it.

'Mohammed, remember our rule for safe play please. Thanks,' is more effective than 'Stop it, that's dangerous! You shouldn't be pushing like that!'

It is suggested that having read this you discuss the issues and links to previous activities with your ST/M.

Routines

If you imagine a typical week at work, there are a large number of routines to follow that help make the school tick along smoothly. Routines can be described as the things that 'oil the wheels' of the organisation.

In working with children it is wrong to assume that they know *how* to behave during these routine times. Teaching children exactly what sorts of behaviour you actually want to see when they hand in lunch boxes, move off to assembly, or get ready for playtime is important. You will also benefit from having established routines for conduct in the classroom, such as moving from whole class to group work.

As with all of this, the quality and positive nature of the feedback you give to children during these routine times will help to fix them in their memories.

ANNEX B: PRE-COURSE PREPARATION FOR LITERACY

Activity A: Background reading

This activity will familiarise you with basic information about the curriculum and the way literacy skills are taught.

1. Read these three summary background sections carefully:
 - The English National Curriculum, page 14
 - The Early Learning Goals, page 15
 - The National Literacy Strategy (NLS), page 16
2. Ask the teacher to show you the *National Literacy Strategy Framework of Teaching Objectives*. Look through the Framework.
 - Section 1 tells how the Strategy should be implemented in the classroom
 - Section 2 provides teaching objectives for each term of each year – look carefully at the objectives for the class(es) in which you are working
 - Section 3 summarises some of the areas to be covered, and includes a glossary of the technical terminology used in the document.
3. Ask the teacher to clarify any questions you have about each section of the *National Literacy Strategy Framework*, and to show you some examples of medium- and short-term planning, and how they link into the NLS objectives.
4. Since the launch of the Literacy Hour the National Literacy Strategy has published a number of resources for teachers. These should be available in your school. Ask the teacher or the Literacy Coordinator to show you the following publications and briefly explain:
 - what they are for
 - the target group of pupils at which they are aimed.

Progression in Phonics CD-ROM

Developing Early Writing

The Spelling Bank

Early Literacy Support (ELS)

Additional Literacy Support (ALS)

Further Literacy Support (FLS)

Grammar for Writing

Supporting Pupils Learning English as an Additional Language

Year 6 Literacy Booster Lessons

Ask the teacher to point out to you when these documents are in use.

Fill in the checklist on page 20 as you learn about the documents. Note that you are not expected to read or learn them; you merely need to know of their existence and what sort of things they contain. You will find yourself using some or all of them in your work as a TA.

Activity B: The Literacy Hour

Before beginning the course, you need to be very familiar with the basic structure of the Literacy Hour. This involves observing at least one Literacy Hour in each of Key Stage 1 and Key Stage 2. If possible, take the opportunity to observe more than one, as you will benefit greatly from seeing as many different lessons as possible.

1. Show the teacher the Literacy Hour Observation Sheet on page 6.6, and talk through how to use it. Ask to observe at least one Key Stage 1 and one Key Stage 2 Literacy Hour.
2. Make a photocopy of the sheet for each lesson you observe, and use it to guide your observations during the lesson.

Fill in the sheet as you watch the lesson, then read it through and add to it if necessary once the lesson is over.

The observation sheet should be made available for the class teacher to see if he or she wishes.

Background to the English National Curriculum

The National Curriculum applies to all pupils in maintained schools. It is organised in key stages, of which three apply to primary schools:

Foundation Stage – children aged 3 to 5 – Nursery and Reception

Key Stage 1 – children aged 5 to 7 – Year groups 1 and 2

Key Stage 2 – children ages 7 to 11 – Year groups 3, 4, 5, 6

In Key Stages 1 and 2 it covers ten subjects. Three of them – English, Maths and Science – are core subjects, in which children sit national tests at the end of Key Stages 1 and 2 (end of year national tests).*

For each subject and in Key Stages 1 and 2:

- programmes of study set out what pupils should be taught
- attainment targets set the level of performance pupils are expected to achieve.

In the primary school from Year 1, levels of attainment generally range between Level 1 early in Key Stage 1 and Level 5 at the end of Key Stage 2:

Range of levels within which the great majority of pupils are expected to work	Expected attainment for the majority of pupils at the end of the key stage
Key Stage 1 1 – 3	at age 7 2
Key Stage 2 2 – 5	at age 11 4

In the Key Stage 1 national tests at the end of Year 2, most children are expected to achieve a Level 2 or higher. In the Key Stage 2 national tests at the end of Year 6 most children are expected to achieve a Level 4 or higher.

Details of the programmes of study for all primary subjects can be found in *The National Curriculum Handbook for Primary Teachers in England*. There is also a special curriculum handbook for English: *English: The National Curriculum for England*.

* There are also voluntary national tests for other year groups in Key Stage 2.

The National Literacy Strategy Framework for Teaching translates the English programme of study and attainment targets into practical, manageable teaching plans.

Background to the Foundation Stage Curriculum and Early Learning Goals

From September 2000, all children in nursery and Reception classes in maintained schools are in the Foundation Stage. This stage is for children aged three to the end of the Reception year.

The foundation stage curriculum is organised in six areas of learning:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

The Foundation Stage Curriculum establishes expectations for most children to reach in these six areas by the end of the foundation stage.

The early learning goals are in line with the objectives in the framework for teaching literacy. By the end of the Reception year, some children will have exceeded the goals. Other children will be working towards some or all of the goals – particularly younger children, those with special educational needs and those learning English as an additional language.

The National Curriculum includes the foundation stage. Teachers and others working with children in nursery and reception classes are required to plan a curriculum that will help all children to make good progress towards, and where appropriate, beyond the early learning goals.

The document *Curriculum Guidance for the Foundation Stage* sets out principles and aims which should be followed when planning the curriculum. It also provides guidance on effective learning and teaching, including planning and assessment, in the six areas of learning. It gives examples of children throughout the foundation stage – working towards, reaching and going beyond the early learning goals.

Foundation Stage Profile

The *Foundation Stage Profile* provides a way of assessing children's development based on the early learning goals.

- The first three points are based mainly on the 'stepping stones' in the Curriculum Guidance.
- The next five points are drawn from the early learning goals themselves and are more or less in order of difficulty (although some children may achieve a later goal without going through earlier stages). Most children are expected to achieve the early learning goals by the end of Reception.
- The final point in each scale describes a child who is working consistently beyond the level of early learning goals. It is expected that teachers will fill the profile for each child periodically throughout the year. At the end of Reception the completed profile will form the basis for reports to parents and will be passed on to the year 1 teacher.

Background to the National Literacy Strategy (Literacy in the Primary National Strategy)

The Primary National Strategy was introduced in 2003. It includes the National Literacy Strategy, which was introduced in 1998 to provide a practical, manageable scheme of work for covering the requirements of the National Curriculum in England. Details of the Strategy are set out in the *Framework for Teaching*. The major elements are:

- a framework of teaching objectives for each term of each year of the primary school
- a daily Literacy Hour, which is a structured system for teaching these objectives (more detailed guidance on the National Literacy Strategy in Reception is given in Section 6b of the TA File).

The teaching objectives for each term set out:

- the range of types of text children should cover in reading and writing
- specific objectives for teaching at three levels:
 - Word, covering phonics, spelling and vocabulary
 - Sentence, covering grammar and punctuation
 - Text, covering comprehension and composition.

The Literacy Hour is divided into four major sections:

- Shared Text work, when the teacher works with the whole class at text level, teaching reading and/or writing objectives
- Shared Word/Sentence work, when the teacher works with the whole class on phonics, spelling, grammar and/or punctuation (in Key Stage 1 the emphasis is on phonics; in Key Stage 2 it moves to spelling, grammar and punctuation)
- Guided/Independent work, when the teacher works with a group of children of similar ability on either reading or writing while the rest of the class work independently, usually in ability groups on some aspect of the day's (or recent) teaching
- the Plenary session, when the whole class comes together again to revisit the teaching objectives.

The National Literacy Strategy is supported through continuing in-service training for teachers. Materials – including manuals, teaching ideas and videos – are sent to every school for training sessions, usually led by the Literacy Coordinator or other senior staff. Every local education authority also has Literacy Consultants available to help and advise schools in implementing the Strategy.

These Literacy Consultants also report back on examples of successful teaching and classroom organisation they see in schools. As further resources are produced, they are able to spread these ideas to other teachers around the country.

Literacy Hour Observation Sheet

1. *Shared Text*

What sort of text was being studied?

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How were the children sitting? Could they all see and hear the teacher's presentation?

.....

Did they have support from an additional adult?

If so, what kinds of support did the adult offer?

.....

.....

.....

Was there any 'talking and thinking time' – did the pupils use English and other languages?

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.....

If there was 'talking and thinking time', were the children's partners selected or random?

.....

Did the children discuss and answer questions about the text?

.....

Note some of the 'prompts' the teacher used to encourage them.

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2. Shared Word/Sentence

What were the main teaching objectives?

Note some of the main teaching methods the teacher used.

3. Guided Reading/Writing

What kind of text were the children working on?

Did the teacher introduce the text to the children?

Which teaching objective did the teacher concentrate on?

Were the children successful in reading/writing independently for part of the session?

What strategies did the teacher use to keep them on task?

4. Independent Groups

How many groups were there?

What strategies had the teacher organised to make the children independent and avoid them interrupting him or her?

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Were any children unable to look after themselves and the things they were using independently?

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5. Plenary

Were the children confident in talking about what they had learned?

.....

Were they interested in each other's contributions?

.....

Resources for Literacy Checklist

Publication	Looked through	Seen in practice
<i>Progression in Phonics</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Developing Early Writing</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Early Literacy Support</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Additional Literacy Support</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Further Literacy Support</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The Spelling Bank</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Grammar for Writing</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Supporting Pupils Learning English as an Additional Language</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Year 6 Literacy Booster Lessons</i>	<input type="checkbox"/>	<input type="checkbox"/>

Pupil Observation Sheet

Year Group: Additional adult(s) in class: Yes No

Gender:

Does the pupil have additional learning needs, such as SEN, EAL, high ability?

.....
.....

NLS Objectives:

1. Shared Text

Where did the child sit?

Did the child have support from an additional adult?

Did the additional adult use languages other than English?

.....

Did the child appear involved in the lesson?

.....

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Did the child understand the teacher's questioning?

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Did the teacher aim particular questions at the child?

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If so, how did the child answer the question(s)?

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2. Shared Word/Sentence

Where did the child sit?

Did the child have support from an additional adult?

Did the child appear involved in the lesson?

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Did the child understand the teacher's questioning?

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Did the teacher aim particular questions at the child?

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If so, how did the child answer the question(s)?

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3. Guided/Independent Time

Was the child in the teacher's guided group?

If not, was child supported by an adult or working independently?

Did the child need help to do the task?

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If so, did the child know how to get help?

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Did the child complete the task set?

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4. *Plenary*

Did the child contribute?

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Was the child interested in other's contributions?

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Was the child clear about the objectives for the lesson?

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What did the child learn during the Literacy Hour?

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What did you learn from watching the child?

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ANNEX C: PRE-COURSE PREPARATION FOR LITERACY (RECEPTION)

Activity A: Background reading

This activity will familiarise you with basic information about the curriculum and the way literacy skills are taught.

1. Read these three summary background sections carefully:
 - The English National Curriculum, page 25
 - The Foundation Stage Curriculum, page 26
 - The National Literacy Strategy (NLS), page 27

2. Ask the teacher to show you the *National Literacy Strategy Framework of Teaching Objectives*. Look through
 - Section 1, which tells how the strategy may be implemented in the classroom
 - Section 2, which provides teaching objectives for each term of each year – look carefully at the objectives for the class(es) in which you are working
 - Section 3, which summarises some of the areas to be covered, and includes a glossary of the technical terminology used in the document.

3. Ask the teacher to clarify any questions you have about each section of the *NLS Framework*, and to show you some examples of medium- and short-term planning, and how they link into the NLS objectives.

4. Everyone working with Foundation Stage pupils must make sure they are familiar with the content of the document *Curriculum Guidance for the Foundation Stage*, including the learning goals for Communication, Language and Literacy.
 - Ask the teacher or the Literacy Coordinator to lend you a copy of *Curriculum Guidance for the Foundation Stage*.
 - Read through and familiarise yourself with the document.

Complete the checklist on page 31 about the Early Learning Goals for Communication, Language and Literacy.

Activity B: The Literacy Hour

Before beginning the course, you need to be very familiar with the basic structure of the Literacy Hour. This involves observing the elements of the Literacy Hour in a Reception class and a complete lesson elsewhere in your school. If possible, take the opportunity to observe more than one, as you will benefit greatly from seeing as many different lessons as possible.

1. Show the teacher the Elements of the Literacy Hour Observation Sheet on page 28, and talk through how to use it. Ask to observe at least one Key Stage 1 and one Key Stage 2 Literacy Hour.
2. Make a photocopy of the sheet for each lesson you observe, and use it to guide your observations during the lesson.

Fill in the sheet as you watch the lesson, then read it through and add to it if necessary once the lesson is over.

The observation sheet should be made available for the class teacher to see if he or she wishes.

Background to the English National Curriculum

The National Curriculum applies to all pupils in maintained schools. It is organised in key stages, of which three apply to primary schools:

Foundation Stage – children aged 3 to 5 – Nursery and Reception

Key Stage 1 – children aged 5 to 7 – Year groups 1 and 2

Key Stage 2 – children ages 7 to 11 – Year groups 3, 4, 5, 6

In Key Stages 1 and 2 it covers ten subjects. Three of them – English, Maths and Science – are core subjects, in which children sit national tests at the end of Key Stages 1 and 2 (end of year national tests).*

For each subject in Key Stages 1 and 2:

- programmes of study set out what pupils should be taught
- attainment targets set the level of performance pupils are expected to achieve.

In the primary school from Year 1, levels of attainment generally range between Level 1 early in Key Stage 1 and Level 5 at the end of Key Stage 2:

Range of levels within which the great majority of pupils are expected to work	Expected attainment for the majority of pupils at the end of the key stage
Key Stage 1 1 – 3	at age 7 2
Key Stage 2 2 – 5	at age 11 4

In the Key Stage 1 national tests at the end of Year 2, most children are therefore expected to achieve a Level 2 or higher. In the Key Stage 2 national tests at the end of Year 6 most children are expected to achieve a Level 4 or higher.

Details of the programmes of study for all primary subjects can be found in *The National Curriculum Handbook for Primary Teachers in England*. There is also a special curriculum handbook for English: *English: The National Curriculum for England*.

* There are also voluntary national tests for other year groups in Key Stage 2.

The National Literacy Strategy *Framework for Teaching* translates the English programme of study and attainment targets into practical, manageable teaching plans.

Background to the Foundation Stage Curriculum and Early Learning Goals

From September 2000, all children in nursery and Reception classes in maintained schools are in the Foundation Stage. This stage is for children aged three to the end of the Reception year.

The foundation stage curriculum is organised in six areas of learning:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

The Foundation Stage Curriculum establishes expectations for most children to reach in these six areas by the end of the foundation stage.

The early learning goals are in line with the objectives in the framework for teaching literacy. By the end of the Reception year, some children will have exceeded the goals. Other children will be working towards some or all of the goals – particularly younger children, those with special educational needs and those learning English as an additional language.

The National Curriculum includes the foundation stage. Teachers and others working with children in nursery and reception classes are required to plan a curriculum that will help all children to make good progress towards, and where appropriate, beyond the early learning goals.

The document *Curriculum Guidance for the Foundation Stage* sets out principles and aims which should be considered when planning this curriculum. It also provides guidance on effective learning and teaching, including planning and assessment, in the six areas of learning. It gives examples of children throughout the foundation stage – working towards, reaching and going beyond the early learning goals.

Foundation Stage Profile

The *Foundation Stage Profile* provides a way of assessing children's development based on the early learning goals.

- The first three points are based mainly on the 'stepping stones' in the Curriculum Guidance.
- The next five points are drawn from the early learning goals themselves and are more or less in order of difficulty (although some children may achieve a later goal without going through earlier stages). Most children are expected to achieve the early learning goals by the end of Reception.
- The final point in each scale describes a child who is working consistently beyond the level of early learning goals. It is expected that teachers will fill the profile for each child periodically throughout the year. At the end of Reception the completed profile will form the basis for reports to parents and will be passed on to the year 1 teacher.

Background to the National Literacy Strategy (Literacy in the Primary National Strategy)

The Primary National Strategy was introduced in 2003. It includes the National Literacy Strategy, which was introduced in 1998 to provide a practical, manageable scheme of work for covering the requirements of the National Curriculum in England. Details of the Strategy are set out in the *Framework for Teaching*. The major elements are:

- a framework of teaching objectives for each term of each year of the primary school
- a daily Literacy Hour, which is a structured system for teaching these objectives (more detailed guidance on the National Literacy Strategy in Reception is given in Section 6B).

The teaching objectives for each term set out:

- the range of types of text children should cover in reading and writing
- specific objectives for teaching at three levels:
 - Word, covering phonics, spelling and vocabulary
 - Sentence, covering grammar and punctuation
 - Text, covering comprehension and composition.

The Literacy Hour is divided into four major sections:

- Shared Text work, when the teacher works with the whole class at text level, teaching reading and/or writing objectives
- Shared Word/Sentence work, when the teacher works with the whole class on phonics, spelling, grammar and/or punctuation (in Key Stage 1 the emphasis is on phonics; in Key Stage 2 it moves to spelling, grammar and punctuation)
- Guided/Independent work, when the teacher works with a group of children of similar ability on either reading or writing while the rest of the class work independently, usually in ability groups on some aspect of the day's (or recent) teaching
- the Plenary session, when the whole class comes together again to revisit the teaching objectives.

In Reception, the class teacher may choose to cover the elements of the Literacy Hour across the day rather than in a single unit of time. In order to ensure a smooth transition to the Literacy Hour in year 1, the complete Hour should be in place by the end of the Reception year.

The National Literacy Strategy is supported through continuing in-service training for teachers. Materials – including manuals, teaching ideas and videos – are sent to every school for training sessions, usually led by the Literacy Coordinator or other senior staff. Every local education authority also has Literacy Consultants available to help and advise schools in implementing the Strategy.

These Literacy Consultants also report back on examples of successful teaching and classroom organisation they see in schools. As further resources are produced, they are able to spread these ideas to other teachers around the country.

Elements of the Literacy Hour Observation Sheet

1. *Shared Text*

What sort of text was being studied?

How were the children sitting? Could they all see and hear the teacher's presentation?

Did they have support from an additional adult?

If so, what kinds of support did the adult offer?

Was there any 'talking and thinking time'?

If there was 'talking and thinking time', were the children's partners selected or random?

Did the children discuss and answer questions about the text?

Did they talk to each other in a language other than English?

Note some of the 'prompts' the teacher used to encourage them.

2. Shared Word/Sentence

What were the main teaching objectives?

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Note some of the main teaching methods the teacher used.

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3. Guided Reading/Writing

What kind of text were the children working on?

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Which teaching objective did the teacher concentrate on?

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Were the children successful in reading/writing independently for part of the session?

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What strategies did the teacher use to keep them on task?

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4. Independent Groups

How many groups were there?

What strategies had the teacher organised to make the children independent and avoid them interrupting him or her?

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Were any children unable to look after themselves and the things they were using independently?

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.....

5. Plenary

Were the children confident in talking about what they had learned?

.....

Were they interested in each other's contributions?

.....

Early Learning Goals for communication, language and literacy

The National Curriculum for English (Key Stages 1-4) defines four major areas of learning:

Speaking, Listening, Reading and Writing.

Using the initials S, L, R, W, note which of these four areas of learning are involved in attaining each of the Early Learning Goals.

By the end of the foundation stage most children will be able to

enjoy listening to and using spoken and written language, and readily turn to it in their play and listening	
explore and experiment with sounds, words and texts	
listen with enjoyment and respond to stories, songs and other music, rhymes and poems, and make up their own stories, songs, rhymes and poems	
use language to imagine and recreate roles and experiences	
use talk to organise, sequence and clarify thinking, ideas, feelings and events	
sustain attentive listening, responding to what they have heard by relevant comments, questions or actions	
interact with others, negotiating plans and activities and taking turns in conversation	
extend their vocabulary, exploring the meanings and sounds of new words	
recall narratives in the correct sequence, drawing on the language patterns of stories	
speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'	
hear and say initial and final sounds in words and short vowel sounds within words	
link sounds to letters, naming and sounding the letters of the alphabet	
read a range of familiar and common words and simple sentences independently	
know that print carries meaning and, in English, is read from left to right and top to bottom	
show sufficient understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how	
attempt writing for various purposes using features of different forms such as lists, stories and instructions	
write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation	
use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	
use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed	

Pupil Observation Sheet

Year Group: Additional adult(s) in class: Yes No

Gender:

Does the pupil have additional learning needs, such as SEN, EAL, high ability?

.....
.....

NLS Objectives:

1. Shared Text

Where did the child sit?

Did the child have support from an additional adult?

Did the child appear involved in the lesson?

.....
.....

Did the child understand the teacher's questioning?

.....
.....

Did the teacher aim particular questions at the child?

.....
.....

If so, how did the child answer the question(s)?

.....
.....

2. Shared Word/Sentence

Where did the child sit?

Did the child have support from an additional adult?

Did the child appear involved in the lesson?

.....

.....

Did the child understand the teacher's questioning?

.....

.....

Did the teacher aim particular questions at the child?

.....

.....

If so, how did the child answer the question(s)?

.....

3. Guided/Independent Time

Was the child in the teacher's guided group?

If not, was child supported by an adult or working independently?

Did the child need help to do the task?

.....

If so, did the child know how to get help?

.....

.....

Did the child complete the task set?

.....

4. *Plenary*

Did the child contribute?

.....

Was the child interested in other's contributions?

.....

Was the child clear about the objectives for the lesson?

.....

What did the child learn during each element of the Literacy Hour?

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What did you learn from watching the child?

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ANNEX D: PRE-COURSE PREPARATION FOR MATHEMATICS

Before starting the induction course you should complete Activity A. Make arrangements to observe at least one complete daily mathematics lesson. This could be with a year-group or class in which you are currently working. However, if you are working in a Reception class you should choose another year-group as there will be a Reception observation later in the course.

The training materials have been written on the assumption that you have seen a complete lesson. Lesson observations are an integral part of the course, which aims to prepare assistants to work with the whole primary age-range, from Reception to Year 6.

A form is provided for you to complete during your observations. The questions will help to focus your attention on aspects of the lesson which will be useful in training sessions. Study the form before you begin the observation and make notes on it while you are in the classroom. Read your notes through immediately after the observation and add any other thoughts that occur to you. This should take you no longer than ten minutes.

As soon as possible after each observation, you should spend about 15 to 20 minutes with your mentor talking through what you have seen, using your notes on the activity sheet as a guide. *The discussion is essential* and much more important than the filling-in of the sheet. You should also ask your mentor any questions that arise from what you have seen in the lesson.

Activity A

Name of assistant:

This observation was done of a Year class

Number of children in the class:

The mental and oral starter

Sharpening number facts and skills

What is this part of the lesson about?

How many children answer questions?
Do they answer quickly and confidently?

Do you think they are enjoying this part of the lesson?
Say what tells you whether they do or not.

Is there another adult in the room?
If so, what does he or she do during this part of the lesson?

The main part of the lesson

Some teaching and practice activities on a particular mathematical topic

Does the teacher teach the whole class together?
If so, for how long? How does he or she involve the children?

How much work do the children do as a whole class/in groups/on their own?

How does the teacher organise this?

Do you think all the children understand what they have to do?
How can you tell?

What does the teacher do while the children are carrying out their tasks?

Are any children stuck or have difficulties?
If so, what do they do? How does the teacher respond?

Do any children finish early?
If so, what do they do?

Is there another adult in the room?
If so, what does her or she do during this part of the lesson?

The plenary

Reinforcing the learning that has taken place in the lesson

What does the teacher do in this part of the lesson?

How does he or she involve the children?

Is there another adult in the room?
If so what does he or she do during this part of the lesson?

After the lesson

What have you learned from watching this lesson?
List a few points.

ANNEX E: PRE-COURSE PREPARATION FOR MATHEMATICS (RECEPTION)

Before starting the induction course you should make arrangements to observe at least two complete daily mathematics lessons. One of these should be in a class with older children – a Year 2 or Year 3 class is preferable.

Instructions for the activities

Activity A is to observe a class you have been working with in the Reception year. Activity B is an observation in another year group. This should not be your first observation.

Some forms are provided for you to complete during your observations. The questions in them will help to focus your attention on aspects of the lesson which will be useful in training sessions. Study the form before you begin the observation and make notes on it while you are in the classroom. Read your notes through immediately after the observation and add any other thoughts that occur to you. This should take you no longer than ten minutes.

As soon as possible after each observation, you should spend about 15 to 20 minutes with your mentor talking through what you have seen, using your notes on the sheet as a guide. *The discussion is essential* and much more important than the filling-in of the sheet. You should also ask your mentor any questions that arise from what you have seen in the lesson.

Activity A

Observation in a Reception class

Name of assistant:

Does the teacher start by getting the whole class to do some counting activities?
If so, how many children answer questions?

Does the teacher do any more teaching with the whole class?
What methods does he or she use and how long does this last?

Is there some group work?
If so, how does the teacher organise this?

Do you think all the children understand what they have to do?
How can you tell? What happens when they finish their tasks?

Are there opportunities in play activities or in everyday routines, such as giving out equipment, for children to learn about mathematical ideas?

What happens in the plenary?
How does the teacher involve the children?

Is there another adult in the classroom?

If so, what does she or he do:

- while the teacher has the whole class together?
- while children work individually or in groups?

What opportunities are there for children to learn new mathematical words and terms?

After the lesson

What have you learned from observing this Reception lesson?
List a few points.

Activity B

Name of assistant:

This observation was done of a Year class

Number of children in the class:

The mental and oral starter

Sharpening number facts and skills

What is this part of the lesson about?

How many children answer questions?

Do they answer quickly and confidently?

Do you think they are enjoying this part of the lesson?

Say what tells you whether they do or not.

Is there another adult in the room?

If so, what does he or she do during this part of the lesson?

The main part of the lesson

Some teaching and practice activities on a particular mathematical topic

Does the teacher teach the whole class together?
If so, for how long? How does he or she involve the children?

How much work do the children do as a whole class/in groups/on their own?

How does the teacher organise this?

Do you think all the children understand what they have to do?
How can you tell?

What does the teacher do while the children are carrying out their tasks?

Are any children stuck or have difficulties?
If so, what do they do? How does the teacher respond?

Do any children finish early?
If so, what do they do?

Is there another adult in the room?
If so, what does her or she do during this part of the lesson?

The plenary

Reinforcing the learning that has taken place in the lesson

What does the teacher do in this part of the lesson?

How does he or she involve the children?

Is there another adult in the room?
If so what does he or she do during this part of the lesson?

After the lesson

What differences have you noticed between the teaching of mathematics in Reception and in other year groups?
List them.

What have you learned from watching this lesson?
List a few points.

