

MAKING BEST USE OF TEACHING ASSISTANTS

Interventions health check

There is strong emerging evidence for using TAs to deliver high-quality, structured interventions that improve learning for pupils in one-to-one and small group setting. Nevertheless, this evidence shows it's not whether TAs are delivering interventions but how they are doing so. It is important to think about which intervention is being used and how it is being delivered.

Ask yourself...

What does your data show for those pupils involved in intervention programmes? Is it in line with the expected progress from the research?

Are you using evidence-based interventions? If so, are they being used as intended, with the appropriate guidance and training?

If not, do they reflect the characteristics of effective interventions? (see Recommendation VI, Making Best Use of Teaching Assistants)

Is appropriate planning provided for timetabling out-of-class sessions so that they complement classroom teaching?

How effective are TAs and teachers reviewing work taking place in intervention sessions? Are pupils supported to make links being made with general classroom work?
