BA Primary Education Intensive Training and Practice Week:

**ITaP 5: Working with other adults**

(w/b 13.1.25)



# ITaP Learning Questions

By the end of this ITaP week, RPTs should be able to answer the following questions well:

**Learning Question 1: How can I develop mutually respectful relationships with my Teaching Assistants?**

I can:

Spend time with my Teaching Assistant to find out their strengths and interests

Consider what support my Teaching Assistant might need for any activity and provide it

Show my Teaching Assistant that I appreciate them and expect the children to respect them.

**Learning Question 2: How can I develop manageable and supportive communications systems with my Teaching Assistants?**

I can:

Evaluate different systems for communicating with Teaching Assistants

Plan for additional adults in my lesson planning, including key questions and scaffolding for them to use

Share my intended lesson outcomes with teaching assistants effectively ahead of lessons

Follow up with additional adults after a lesson about the progress of the children

**Learning Question 3: What is the impact of positive relationships with parents and how can I build them?**

I can:

Introduce myself to parents as a teaching professional

Understand the importance of informal contact at the start and end of the day to build trust, share achievements and ‘nip confusion in the bud’

Communicate effectively with parents and carers in formal meetings about children

Identify strengths and next steps for children, to share with parents and carers

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# **Teacher Guidance**

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| **Key sources we will draw upon include:** |
| * Webster, R, Russell, A. and Blatchford, P. (2011). *Effective Deployment of Teaching Assistants (EDTA) Project.* Esmee Fairbairn Foundation and UCL. * Webster, R, Russell, A. and Blatchford, P. (2012). *Maximising the Impact of Teaching Assistants.* Routledge. * Further reading about the structured conversation - <http://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/23.3-Structured-Conversation-Handbook.pdf> * [Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?) * Review of best practice in parental engagement, DFE, Goodall & Vorhaus, 2010 <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf> |

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| **Afternoon of Wednesday 15th January** |
| The RPTs need to complete the following activities. We have given suggested timings, but these are flexible so please organise them as fits with your school day.   1. **Meeting with the TA lead in school:**  * ***Suggesting timing: after lunch***   + Please arrange this meeting for your RPT   + The TA lead should discuss: expectations for working with TAs in your school; the school’s approach to deployment; and any existing strategies in place.  1. **Meet Your TA(s):**  * ***Suggested timing: later in afternoon***   + Please arrange for any TAs that work in your class or year group with regularity to spend half an hour with your RPT outside the classroom.   + The RPT will just want to get to know these colleagues, focusing on their background, strengths, areas of expertise and areas that daunt them. It is a relationship building exercise. |
| **Thursday 16th January** |
| The RPTs need to complete the following activities. We have given suggested timings, but these are flexible so please organise them as fits with your school day.   1. **Observation of Mentor Interactions with Parents:**    * ***Suggested timing: start of school day***    * Allow your RPT to shadow you as you talk to parents who approach you or you approach any parents that you need to have a word with.    * Where possible, introduce them as ‘Mr/Ms \_\_\_\_, a trainee teacher who is working in our class this term’.    * If possible, this shadowing can be repeated at the end of the day. 2. **Observation of Mentor Teaching a lesson with TA Support:**    * ***Suggested timing: before break***    * If there is usually no additional adult in your classroom, check in advance whether it could be arranged for there to be someone present in this lesson.    * Consider which aspects of TA liaison, support and deployment you can model for your RPT. 3. **Lesson Preparation Collaboration:**    * ***Suggested timing: after break or at lunchtime***    * Allow your RPT some time to finalise their preparations for their afternoon lesson, including liaising with the TA or ‘acting TA’. 4. **RPT Teaching:**    * ***Suggested timing: after lunch***    * Your RPT will deliver their planned DT, computing, or languages lesson.    * If having a TA at this time is not usual, check in advance whether one can be arranged, or become an ‘acting TA’ yourself.    * Please observe and take notes on this lesson, specifically, the opportunities taken or missed for TA use and the RPT’s ability to lead their TA. 5. **Post-Lesson Reflective Discussion:**    * ***Suggested timing: after school***    * Seek to find out the RPT’s reflections on the TA’s impact on their lesson.    * Ask them what they thought worked or what they might do differently, with regard to the way they deployed and led the TA.    * Provide additional feedback where you have specific points to make that are not already covered. |
| **Morning of Friday 17th January** |
| The RPTs need to complete the following activities. We have given suggested timings, but these are flexible so please organise them as fits with your school day.   1. **Observation of Mentor Interactions with Parents:**    * ***Suggested timing: start of school day***    * Allow your RPT to shadow you as you talk to parents who approach you or you approach any parents that you need to have a word with.    * Where possible, introduce them as ‘Mr/Ms \_\_\_\_, a trainee teacher who is working in our class this term’. 2. **Planning Conversations with Parents:**    * ***Suggested timing: morning***    * Identify two children in the class for your RPT to focus on.    * Your RPT will discreetly observe these children’s learning in class, their social interactions at playtime and look in their exercise books. They will then prepare some notes as if they are going to discuss these children with their parents at a parents’ evening.    * Please review their notes when they have finished, advising them on how you would plan/approach those conversations with parents. 3. **Meeting with other school staff:**     * ***Suggested timing: morning***    * RPTs should meet as many support staff as possible, including the Family Support Worker (FSW,) if you have one.    * Please help arrange possible meetings. |

BA Primary Education Intensive Training and Practice Week:

**ITaP 6: Adapting teaching for**

**those with SEND**

(w/b 20.1.25)



# ITaP Learning Questions

By the end of this ITaP week, RPTs should be able to answer the following questions well:

**Learning Question 1: How can I understand the needs of the children I teach?**

I can:

Identify the different areas of the SEND CoP and how they affect my teaching / planning

Find out about the children in my class with SEND and access research to support my understanding

**Learning Question 2: How can I develop manageable and supportive communications systems with my Teaching Assistants?**

**Learning Question 2: How can I make my classroom environment, teaching and routines inclusive?**

I can:

Audit my classroom environment, identifying areas or routines that could be more inclusive

Understand the therapeutic approach to managing children’s behaviour and emotional regulation

Adapt planning effectively to include anticipate scaffolding needs for all children

**Learning Question 3: What do adapted tasks and intervention look like for children who are not accessing the same learning as the rest of the class?**

I can:

Read an IEP/PLP/IPM and create opportunities for progress to be made towards the targets.

Work with an additional adult to coordinate any personalised learning plans

**Learning Question 4: How do the SENDCo, additional adults and specialists support the needs of children in a school?**

I can:

Articulate the SENDCo’s role and how it interacts with my role as a class teacher

Seek advice from the SENDCo about specific children after first implementing adapted practice

Identify opportunities to implement the advice in my planning and practice

# **Teacher Guidance**

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| **Key sources we will draw upon include:** |
| * Education Endowment Foundation (2020). *Special Educational Needs in Mainstream School Guidance Report.* Available at: <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702417840> * Cullen, M. A., Lindsay, G., Hastings, R., Denne, L., & Stanford, C. (2020). *Special Educational Needs in Mainstream Schools: Evidence Review.* Available at: <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1698909539> |

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| **Tuesday 21st January** |
| The RPTs need to complete the following activities. We have given suggested timings, but these are flexible so please organise them as fits with your school day.   1. **Inclusion Audit of the Classroom:**    * ***Suggested timing: morning***    * RPTs will consider the opportunities and barriers of the physical and learning environment.    * They will make notes and may want to discuss them with you. 2. **Observation of Mentor Teaching English lesson:**    * ***Suggested timing: morning***    * Consider which aspects of scaffolding, personalised curriculum and alternative education you can model for your RPT. 3. **Observation of any class accompanied by SENDCo:**    * ***Suggested timing: afternoon***    * Please arrange for this observation to happen, with the SENDCo if at all possible.    * The SENDCo should identified class that has high needs but who should cope with having two observers present.    * During the observation, the SENDCo should discreetly draw the RPT’s attention to:      1. Routines or strategies that anticipate certain chln’s needs.      2. Strategies that respond to chln feeling unable to cope in the situation.      3. What scaffolding is in place, and which is for all and which is for particular chln.      4. What the learning looks like for chln with a significant SEND or who are outside of ARE.    * The SENDCo should reassure the class teacher that the observation is to make the RPT aware of new ideas, understand current SEND practice and promote reflective discussion; there is no judgement involved. 4. **Reflective Meeting:**    * ***Suggested timing: after school***    * Reflect with your RPT on the English lesson you taught earlier, particularly the provision for SEND and the way the chln with SEND might have experienced the lesson. 5. **Planning Meeting:**    * ***Suggested timing: after school***    * If needed, have any final discussions with your RPT about the English and Science lessons to be taught on Thursday.    * Your RPT needs to feel confident in understanding the learning objective and the planned content and structure of the lesson. You do need to spend much time discussing what the provision for SEND will look like as they will work on this in university on the Wednesday, and you will have an opportunity on Thursday to help them reflect on how successful their provision was. |
| **Thursday 23rd January** |
| The RPTs need to complete the following activities. We have given suggested timings, but these are flexible so please organise them as fits with your school day.   1. **RPT Teaching English:**    * ***Suggested timing: morning***    * Your RPT will deliver their planned English lesson.    * Please observe and take notes on this lesson, specifically, the opportunities taken or missed for support of SEND and the outcomes for chln with SEND. 2. **Meeting with SENDCo:**    * ***Suggested timing: morning***    * Please arrange this meeting for your RPT.    * The SENDCo should give their perspective on: the chln in your class with the most significant SENDs; any IEP/PLP/IPMs for these chln; and role the SENDCo has in supporting teachers and monitoring chln. 3. **RPT Teaching Science:**    * ***Suggested timing: afternoon***    * Your RPT will deliver their planned Science lesson.    * Please observe and take notes on this lesson, specifically, the opportunities taken or missed for support of SEND and the outcomes for chln with SEND. 4. **Post-Lesson Reflective Discussion:**    * ***Suggested timing: after school***    * Seek to find out the RPT’s reflections on their provision for and responses to SEND needs in their two lessons.    * Ask them what they thought worked or what they might do differently, with regard to this area.    * Provide additional feedback where you have specific points to make that are not already covered. |

## Summary of things to do to prepare:

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| **Meetings** | |
| Item | Ideally on… |
| Arrange for your **TA Lead** to meet with your RPT for a meeting | …afternoon of **Weds 15th Jan** |
| Arrange for the **TAs who work in your classroom** to be available for a 30 minute conversation with your RPT | …afternoon of **Weds 15th Jan** |
| Arrange for the **FSW** (if you have one), **office staff** and others to meet with your RPT | …morning of **Fri 17th Jan** |
| Arrange for the **SENDCo** to do an observation of a class in your school with your RPT | … afternoon of **Tues 21st Jan** |
| Arrange for the **SENDCo** to meet with your RPT | …morning of **Thurs 23rd Jan** |
| **Lessons** | |
| Decide what **D&T, languages OR computing lesson** your RPT can teach on **Thurs 16th Jan** and share the planning/help them with their planning over their university vacation. | |
| Decide what **English** lesson your RPT can teach on **Thurs 23rd Jan** and share the planning/help them with their planning over their university vacation. | |
| Decide what **science** lesson your RPT can teach on **Thurs 23rd Jan** and share the planning/help them with their planning over their university vacation. | |

**Thank you very much for your support of these Intensive Training and Practice weeks. We appreciate you giving up some of your class time for this and for making the various arrangements.**