LSA support – deployment, scaffolding, developing independence

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HIAS

LSA'S – multi-talented!

What is the role of LSA's?
supporting teachers, supporting pupils, administration, classroom management, encouraging, communicating, enhancing educational experience for pupils

It is a role that is complimentary to the teacher's role in the classroom – adding value to the teacher through working together as an effective team.

Teamwork makes the dream work!

So, how do we create an effective team?

LSA's can make a great difference to the pupils and the other staff in the classroom.

How can we work together most effectively to support learning and improve attainment for pupils?

How can teachers ensure LSA's are fully prepared for their role in the classroom?

Being prepared

Clear expectations - How do they know what is expected of them?
Policy – does a policy or handbook outline expectations for LSA's?

Do you have Teacher LSA discussions at the start of the year?
- How do we work together? What do you want me to do when…?

What do they need and how can this be achieve?
- Pupil profiles, data, planning, targets, ways to communicate, objectives, resources

*What other strategies do you use to develop an effective team?

Supporting preparedness

Clear Communication: Clear communication channels with the teacher ensures that LSAs understand their roles and responsibilities. Regular meetings can help align goals and expectations.

Understanding Student Needs: LSAs should be familiar with the individual needs of pupils. This understanding allows them to provide appropriate targeted support.

Resource Familiarity: Being well-acquainted with the teaching materials, technology, and resources used in the classroom enables LSAs to assist students more effectively.

Classroom Management Skills: Training in behaviour management helps LSAs maintain a positive and productive environment.

Supporting preparedness

Training and Professional Development: Regular training sessions on classroom management, instructional strategies, and specific subject matter can help LSAs stay updated and effective.

Collaboration and Teamwork: A collaborative approach between LSAs and teachers fosters a supportive, cohesive classroom.

Flexibility and Adaptability: Being adaptable to different teaching styles and classroom dynamics to provide effective support.

Continuous Feedback: Regular feedback can help LSAs improve their performance and address any areas of concern.

Effective LSA support

Clear expectations and preparedness of LSA's is the foundation for effective LSA support.

Impact - ability to draw on knowledge and strategies to adapt in the moment which relies on the information they have about pupils and the learning journey.

LSA deployment

Deployment models:

- small groups
- 1:1
- supporting whole class
- Interventions – high quality structured interventions have most impact, have a clear focus rather than informal instructional roles

How do you decide which deployment model you should use?
*When are these discussed and decided on and then shared with LSA's?
How flexible can your LSA be?

LSA deployment

Deploying adults effectively in settings involves key considerations to ensure that children receive the best possible support.

Here are some important aspects to consider:

Adult-to-Child Ratios: Maintaining appropriate adult-to-child ratio.

Role Differentiation: Clearly defining the roles of each adult in the setting helps ensure that all aspects of children's development are supported. Roles can include facilitators, scaffolders, and teachers, each contributing to the learning environment.

Key Person System: This helps build strong, secure attachments and ensures personalized care and learning. The implications of this for LSA's being called on.

LSA deployment

Staff flexibility: Being flexible in deploying staff and staff being flexible based on the needs of the children and the activities planned for the day. Adaptive support.

Development: Providing ongoing training and professional development opportunities for staff to keep them updated on best practices to support complex needs.

Observation and Feedback: Regularly observing staff interactions with children and providing constructive feedback to help improve practices and support professional growth.

Child-centered Approach: Ensure that staff deployment is always focused on the needs of the children. Being responsive to the children's routines, activities, and individual needs.

Scaffolding learning

1. **Explicit instruction** — Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2. **Cognitive and metacognitive strategies** — Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor and evaluate their own learning.

3. **Scaffolding** — When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4. **Flexible grouping** — Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5. **Using technology** — Technology can be used by a teacher to model worked examples; it can be used by a pupil to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share pupils' work or to jointly rework an incorrect model.

High Quality Teaching

"high quality teaching- every day, for all pupils- can and will make a positive difference'. Evidence shows that high quality teaching is the most important factor in improving attainment outcomes, particularly for disadvantaged students.

Education Endowment Foundation | EEF
5 a day model

Moving Forwards, Making a Difference: A… | Durrington Research School

Scaffolding and Adaptive Teaching

I can give you a long list of scaffolding approaches and adaptions which you would probably already know but it is more about individual practice and your reflection on practice for that child/group of children and what will work best in the moment.

LSA's need to:

Know pupils well, have strong relationships – strength-based approach, knowing what works for them, creating a feeling of success
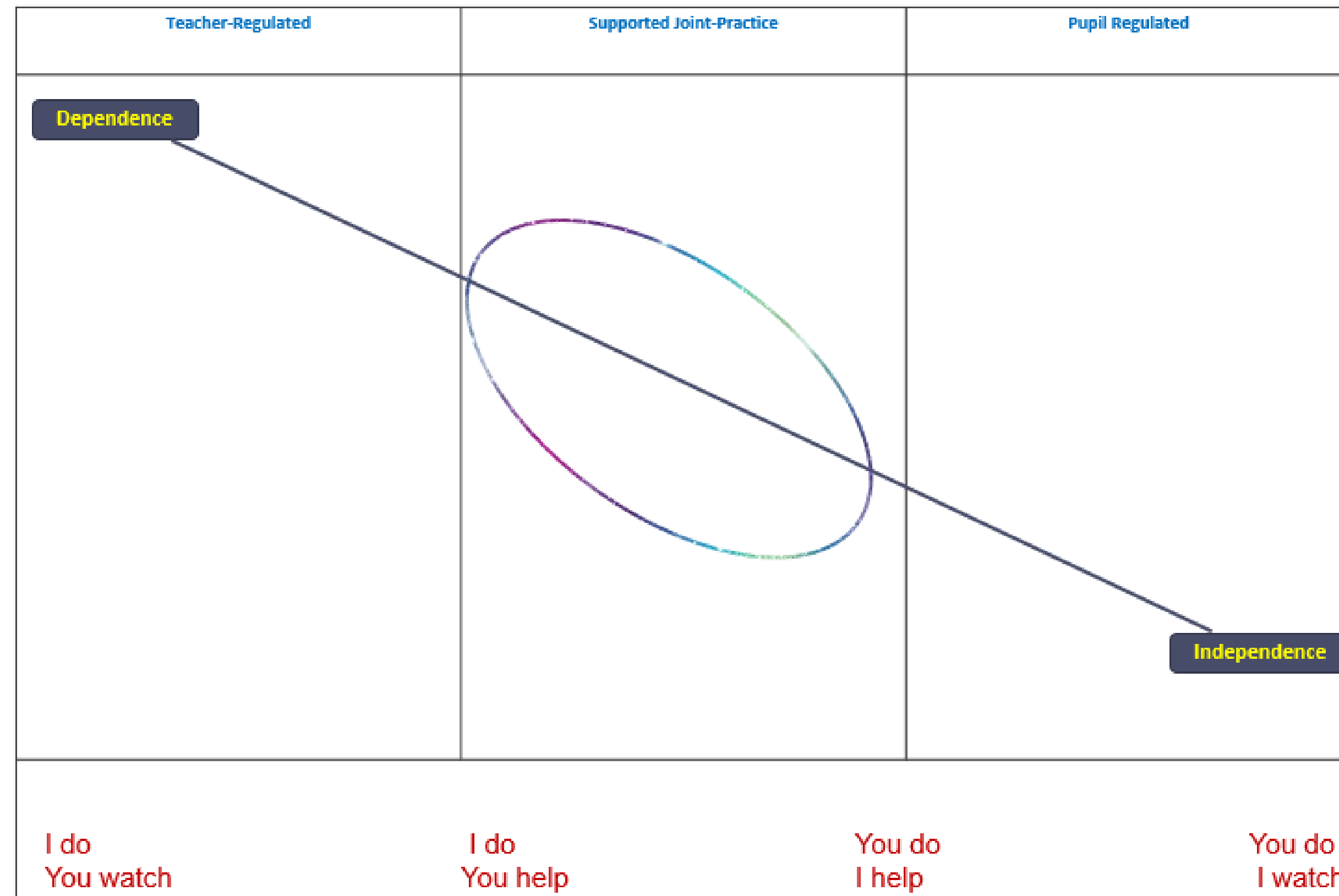
Absolute confidence within the classroom – responding to misconceptions, adapting in the moment, assessment - AfL

Curriculum knowledge - clear outline of the learning sessions and subject knowledge so if its not working you can adapt in the moment – resources, grouping, stop or change direction.

Review, retrieval, links – opportunities to review, retrieve previous learning and make links

Support not do

Scaffolding to support

Teacher-Regulated	Supported Joint-Practice	Pupil Regulated

Dependence

Independence

I do	I do	You do	You do
You watch	You help	I help	I watch

Adapted from Wilhelm, J., Baker, T., and Dube, J. (2001) *Strategic Reading: Guiding Students to Lifelong Literacy 6-12*. Portsmouth, NH: Heinemann Boynton Cook Publishers. For more information on adolescent literacy, go to: www.carnegie.org/literacy.

A planned shift in responsibility from the LSA to the pupil. Using well chosen and appropriate scaffolding to support pupils.

Different scaffolding strategies will lend themselves to different stages of independence.

When would strategies be most effective?
Breaking Down Tasks
Providing Models and Examples
Using Questioning Techniques
Offering Prompts and Cues
Encouraging Peer Support
Gradual Release of Responsibility
Providing Feedback
Using Visual Aids
Encouraging Self-Assessment

Scaffolding learning

Here are some effective scaffolding strategies:

Breaking Down Tasks: LSAs can help by breaking down complex tasks into smaller, more manageable steps. This makes it easier for pupils to understand and complete the task successfully.

Providing Models and Examples: Demonstrating a task or providing examples can help pupils understand what is expected of them. LSAs can model the process and then gradually reduce their support as pupils become more confident.

Using Questioning Techniques: Asking open-ended questions encourages pupils to think critically and develop their understanding. LSAs can use questions to guide pupils towards finding solutions on their own.

Offering Prompts and Cues: Providing verbal or visual prompts can help pupils stay on track and remember key information. This can include reminders, hints, or cues that guide pupils through the learning process.

Scaffolding learning

Here are some effective scaffolding strategies:

Encouraging Peer Support: Group work or peer support can help pupils learn from each other. LSAs can encourage collaboration and ensure that all pupils are actively engaged in the learning process.

Gradual Release of Responsibility: Initially, LSAs can provide a high level of support and then gradually reduce it as pupils become more capable. This helps pupils build independence and confidence in their abilities.

Providing Feedback: Offering constructive feedback helps pupils understand what they are doing well and where they need to improve. LSAs can provide immediate feedback to reinforce learning and correct misunderstandings.

Using Visual Aids: Visual aids such as charts, diagrams, and graphic organizers can help pupils understand and retain information. LSAs can use these tools to support pupils' learning.
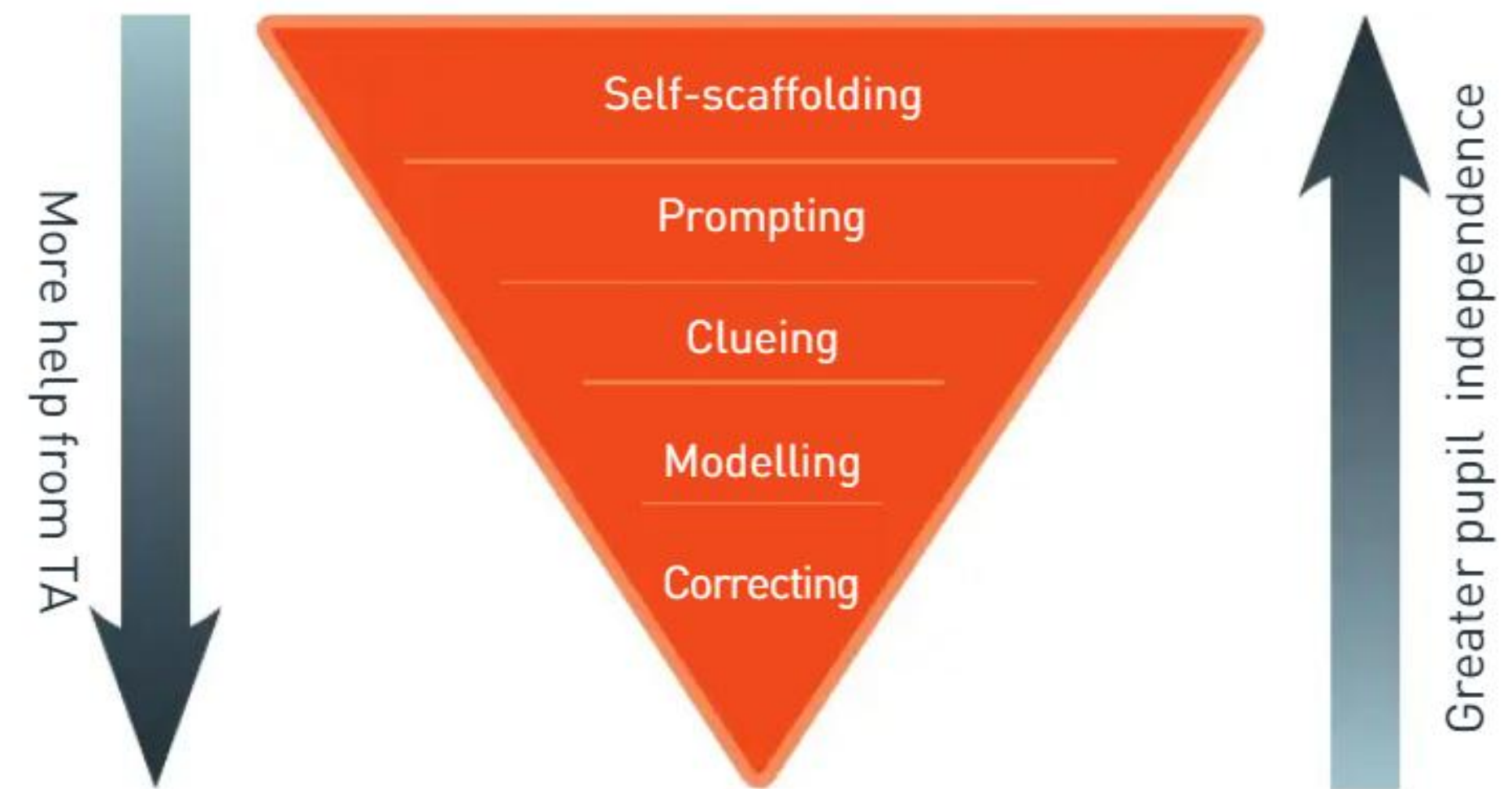
Encouraging Self-Assessment: Helping pupils reflect on their own learning and identify areas for improvement fosters self-regulation and independence. LSAs can guide pupils in setting goals and monitoring their progress.

Encouraging Independence

Encouraging pupil independence builds the ability of pupils to manage their own learning as well as supporting confidence, motivation, social inclusion and self belief.

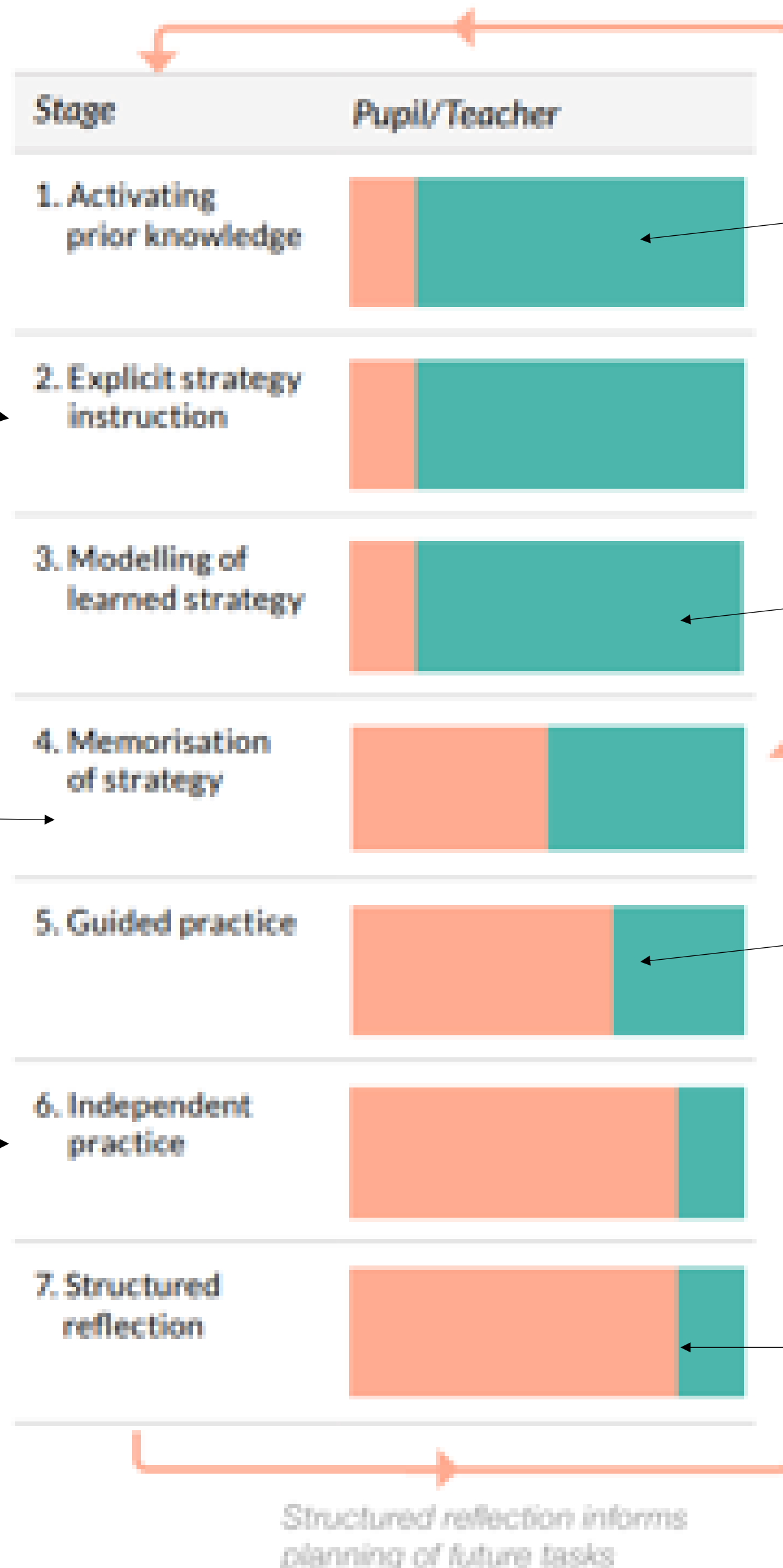Developing and structuring independence involves a planned shift in responsibility from the LSA to the pupil.

Modelling, practice and scaffolding can all work together to support pupils to understand difficult concepts empowering pupils to develop skills and knowledge which support confidence that develops into independence.

More help from TA

Greater pupil independence

Self-scaffolding

Prompting

Clueing

Modelling

Correcting

what is the essential knowledge and how will you ensure all pupils have it before you move on?

What is the new knowledge or new technique that you are teaching? Modelling

How will you model how to complete the task? Modelling thought processes as you do this.

How will you check to see if pupils have understood what you have taught them? AfL?

What support will you put in place? How will those in need of extra help be supported in a way which promotes and sustains their confidence and competence once the scaffold is removed?

How will you plan for pupils to have the opportunity to engage in independent practice, and what will this look like? Scaffolding

What went well and what they would do differently next time? Feedback and reflection.

Stage	Pupil/Teacher
1. Activating prior knowledge	
2. Explicit strategy instruction	
3. Modelling of learned strategy	
4. Memorisation of strategy	
5. Guided practice	
6. Independent practice	
7. Structured reflection	

Structured reflection informs planning of future tasks

EEF blog: Modelling Independence - The 'Seven-step Model'... | EEF

[Making Best Use of Teaching Assistants | EEF](#)

Education Endowment Foundation

MAKING BEST USE OF TEACHING ASSISTANTS

Summary of recommendations

	The effective use of TAs under everyday classroom conditions				The effective use of TAs in delivering structured interventions out of class		Integrating learning from work led by teachers and TAs
Sections are colour coded for ease of reference	**1** TAs should not be used as an informal teaching resource for low attaining pupils	**2** Use TAs to add value to what teachers do, not replace them	**3** Use TAs to help pupils develop independent learning skills and manage their own learning	**4** Ensure TAs are fully prepared for their role in the classroom	**5** Use TAs to deliver high quality one-to-one and small group support using structured interventions	**6** Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction	**7** Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions