

Staff Voice

Staff meeting included all teachers, LSAs, School Library Learning Assistant, Cover Supervisor and Pre-school Practitioners: Thursday 16 December, 2021 (3.15-4.15pm)

The purpose of this exercise was to gather staff views in supporting our efforts in defining the role, purpose and contribution of LSAs.

As a school we need to develop a clear vision for our LSA workforce to inform the steps of our action plan. EEF suggest one way of starting this process is to think about where we want to be in the future. Sally Franklin brought this thought to us during her two day visit to St. Anne's School (17/18 Nov, 2021). The 'Visioning exercise' was offered to staff in support of discussions about what differences we as a staff want to see as a result of improving our use of LSAs. Staff chose which tables and staff they sat with; hopefully this supported open and positive discussions.

The Challenge: staff asked to consider...

- Think about what you will see and hear that are different two years from now, which will indicate whether your changes have been successful.
- What kinds of things will pupils be saying more or less of?
- What kinds of things will teachers and LSAs be doing more or less frequently?
- What comments do you hope to hear from parents?

Teachers

Group 1

- Less support in whole class situations from LSAs

Group 2

- Teachers working with LSAs when preparing I.E.P.'s
- Liaison with 'Behaviour Policy'

Group 3

- Will intervention just be maths and English?
- Less classroom support

Group 4

- Less support in class
- Teachers all evidence idea that they are teachers of SEND
- Shared planning with LSAs
- Teachers deploy LSAs within their class – not just working with pupils with SEND
- Better integration

Group 5

- Spending more time planning with LSAs
- Teachers reinforcing learning interventions outcomes – pupils demonstrating skills in class

Group 6

- Less in class support
- More – guiding (guidance) for LSAs – Re what to deliver and how

Group 7

- More time allocated to working together so that, for example, interventions are fit for purpose.

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MAKING THE BEST USE OF TEACHING ASSISTANTS (LSAs)

Visioning exercise (EEF Toolkit)

Group 8

- Moving away from culture of LSAs being allocated per primary class
- Quality First Teaching (QFT) to meet needs of all
- High level of challenge for Low Attainers (LA) learners

Group 9

- Define requirements

Group 10

- Discussion time with LSAs to develop way forward & pupils E.g. progress, next steps

Group 11

- Have dedicated assistance or 'assistance time' where teachers who are stretched can ask LSA to do things like marking / copying

Group 12

- Involved in the whole planning process
- More responsibility
- More financial rewards

Group 13

- No comment made

LSAs

Group 1

- LSAs running specific intervention groups across all year groups
- LSAs more fluid & moving around school working with children from different year groups

Group 2

- Working outside of the classroom
- Supporting children of all ages
- Smaller group intervention
- Increased opportunity for training (Read Write Inc. \ Maths \ Intervention Groups)

Group 3

- 4 LSAs are leading intervention – is it directed by teachers or SEN department?

Group 4

- Take ownership of role
- Interventions are better & short term
- Work with different classes
- Accept that some pupils have higher level of need
- Bespoke area to work in

Group 5

- More teacher/LSA interaction – planning
- More upskilled / ownership of role
- Working in small groups
- Where will interventions take place/be based

Group 6

- More – working with small groups / individuals. Q. Will this be in class or in a separate area?
- More training in specific areas – E.g. RWI

Group 7

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- Suggestion – in the morning, during form time, 25 mins freed-up for teachers and LSAs to work together

Group 8

- Specialism and interests to surface and be capitalised on
- Greater levels of challenge and accountability for LSAs
- Enhanced relationship with parents and learners

Group 9

- CPD to meet needs

Group 10

- To be more involved in pupil progress meetings
- Back up of supply LSAs
- Identified interventions
- Work with all ability pupils @ set times during the week

Group 11

- Being more mobile in the classroom, working with different students to reduce stigma and reduce dependence from particular students

Group 12

- Time to discuss with the class teacher

Group 13

- Clear communication regularly with assigned teachers to confirm productivity & progress
- Adequate training to feel secure and productive / capable to work in all areas of (SEN)
- Provided with sufficient planning / resources to carry out interventions

Pupils

Group 1

- More of their needs addressed and monitored

Group 2

- Awareness of 'Behaviour Policy'
- More independent learning
- Less of 'I Can't Do It' and more of 'I Can Do It'

Group 3

- Pupils feel LSAs are able to support them just as much as teachers

Group 4

- Pupils with SEND making at least as good progress
- Know IEP targets
- Do not feel 'different' E.g. dyslexia friendly classroom

Group 5

- Knowing / taking pride in IEP targets
- Pupils feeling more confident

Group 6

- Gaps in attainment closing due to bespoke lessons being delivered

Group 7

- Opportunity to meet with pupils (teachers and LSAs)

Group 8

- More support for secondary pupils

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Visioning exercise (EEF Toolkit)

- Targeted intervention for groups as standard (universal) – not just Lit / maths
- Higher level of challenge = greater engagement

Group 9

- Seek support

Group 10

- Identified key worker / support for lower ability / SEND children when they go to seniors = support

Group 11

- More peer help in seniors
- More use of Kagen type groupings of ability

Group 12

- To be more independent and only ask for support when needed
- Allow pupils to take more responsibility / not just rely on LSAs throughout lessons

Group 13

- To ensure pupils build strong relationships with all assigned to them (in class) so that they feel confident to openly request support when needed

Others (e.g. parents)

Group 1

- More parent helpers involved – e.g. hearing readers
- Parents /LSAs – more interactions ref. groups etc

Group 2

- In-School Volunteering (Reading)
- Awareness of 'Behaviour Policy'
- Positive Parent Feedback

Group 3

- Hope to hear that their children are fully supported by teachers and LSAs

Group 4

- Involved in IEP meetings more
- Positive relationships with all staff

Group 5

- Parents attending IEP meetings
- Witnessing pupil's success

Group 6

- Confident that children's needs are being met. More awareness of individual needs, IEPs etc.

Group 7

- If we free up teachers and LSAs in the morning (25 mins) there will be time to have meetings with parents

Group 8

- Greater engagement with school & partnership in child's learning & progress
- A stronger commitment

Group 9

- Communicate needs

Group 10

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MAKING THE BEST USE OF TEACHING ASSISTANTS (LSAs)

Visioning exercise (EEF Toolkit)

- When volunteer – some support / induction into what is expected E.g. training into reading etc.
- Lesley B. back up support (Retired)

Group 11

- No comment made

Group 12

- No comment made

Group 13

- An awareness of their child's involvement with LSA

Combined comments

Teachers

- Less support in whole class situations from LSAs
- Teachers working with LSAs when preparing I.E.P.'s
- Liaison with 'Behaviour Policy'
- Will intervention just be maths and English?
- Less classroom supports
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- Define requirements
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- Have dedicated assistance or 'assistance time' where teachers who are stretched can ask LSA to do things like marking / copying
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- Work with different classes
- Accept that some pupils have higher level of need
- Bespoke area to work in
- More teacher/LSA interaction – planning
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- Where will interventions take place/be based
- More – working with small groups / individuals. Q. Will this be in class or in a separate area?
- More training in specific areas – E.g. RWI
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- If we free up teachers and LSAs in the morning (25 mins) there will be time to have meetings with parents
- Greater engagement with school & partnership in child's learning & progress
- A stronger commitment
- Communicate needs
- When volunteer – some support / induction into what is expected E.g. training into reading etc.
- Succession plan for LSA looking to retire in the near future
- An awareness of their child's involvement with LSA

End.