Making Best Use of Teaching Assistants: Recommendations Summary

### The Effective Use of TAs in Delivering Structured Interventions Out of Class

1. **Use TAs to deliver high quality one-to-one and small group support using structured interventions.**
   - Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).
   - Creatively, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported roles, they can impact negatively on pupils' learning outcomes.

2. **Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.**
   - Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:
     - Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away, from the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.

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