

Appendix 2



Planning for changes to practice: completed example

	TA	Teachers	Line manager
Area to be adjusted	Changes to practice that will be observed (be specific – <i>I need to . . .</i>)	What do teachers need to do to support/manage this change?	What other support would help you to achieve this change?
Modelling (providing a commentary)	Use prompts and clues before modelling. Model only the specific part of the task that the pupil is stuck on. Use 'I' while demonstrating. Ask the pupil to carry out the steps immediately after modelling.	Provide clear modelling of the whole task as part of the whole-class input.	Line manager to carry out a focused observation on use of modelling.
Assessment for learning	Give specific feedback against each success criteria. Relate feedback to how independently the pupil completed the task.	Provide clear process success criteria.	Agreement over record-keeping format.
Linking phonics intervention sessions to learning in the classroom	During classroom tasks use prompts and clues which link to the intervention programme. Note when pupils are/are not transferring knowledge during classroom tasks and feed back to teacher.	Provide opportunities for pupils to practise intervention session skills in classroom tasks. Make clear references to phonic knowledge covered in intervention group sessions during whole-class/group input.	Highlight the importance of linking intervention sessions and classroom tasks to teachers.