

White Court School



Learning Support Assistant Policy

November 2016

White Court Primary School Learning Support Assistant Policy (LSA).

At White Court, Learning Support Assistants are used to add value to what teachers deliver to help all children develop their independence. Learning Support Assistants support pupils to develop their independent learning skills and manage their own learning. They are not used as an informal teaching resource for low-attaining pupils.

Additionally, Learning Support Assistants are used to deliver high-quality 1:1 and small group support using structured interventions.

The aims of the policy are:

- To ensure the effective collaboration of the Learning Support Assistant and Teacher.
- To deliver consistency across the Learning Support Assistant Team.
- To raise the quality of the teaching and learning in the classroom.
- To recognise the types of Learning Assistant roles

The objective of the policy is:

- Maximise the partnership between the Teachers and the LSAs to the benefit of the Pupils, in becoming independent learners
- To ensure the effectiveness of the LSA Team in White Court School.

To be achieved by:

- The adoption and promotion of the 'White Court's Teacher & LSA Agreement pro-forma on a consistent basis to ensure the stated aims and objectives above are being met.
- Deployment: Learning Support Assistants support all abilities (not exclusively the lower attaining and those with SEN). Allowing the lower attaining children to receive more input from their teacher/s and feel less separated from the cohort
- Preparation: To make sure Learning Support Assistants are fully prepared for the teaching week and are able to provide meaningful and accurate support, all year groups will hold weekly, whole-team meetings where Year Managers will share relevant information about that week's learning and desired outcomes. To accompany this, teachers will provide further instructions using the Teacher/LSA Agreement sheet so LSAs know what to do in sessions
- Practice: See 'Planning and Assessing for Independence' triangle (Appendix ii). Teachers now make better use of Learning Support Assistants' time and pupils' dependency on Learning Support Assistant support is reduced.

Recruitment

See Job Specification.

Induction

- Each year group has a 'lead' Learning Support Assistant, thus new recruits will be supported and will have the opportunity to 'shadow' more experienced members of staff.
- All staff receive training: Staff handbook, Health and safety, Child Protection, Intervention delivery.
- Senior Leadership Team hold LSA meetings, each term.
- Regular In-service training

Line management

- Performance reviews
- Class teacher support, Year Manager & SENCO overlook

Conditions of employment

See Job Description

Links

SEN, Human Resources Policy, Teaching and Learning, Code of Conduct.

Monitoring and Evaluation

The Governing Body, in partnership with the Headteacher, SENCo and MITA Champion determine the school policy for LSAs. The Headteacher, SENCo and MITA Champion are responsible for working with staff to devise, monitor, evaluate and review procedures for LSAs.

Review

This policy will be reviewed as part of the policy review cycle. It will also be monitored for its effect on pupils with protected characteristics.

Policy discussed and ratified at the Governing Body Meeting – Autumn Term 2016

Signed.....

Chair of Governors

Appendix

I:

White Court's Teacher/LSA Pro-Form					
When?	What?				
During the lesson introduction	<ul style="list-style-type: none"> • Check that learning objectives/ titles are written in books • Refocus children • Ensure resources are ready • Scribe • Lead a small, targeted group when the teacher works with the main cohort 				
During whole-class work	<ul style="list-style-type: none"> • Act as a talk partner so children can rehearse their ideas by thinking aloud • Encourage responses • Emphasise key vocabulary • Record key words • Model/ role play activity with the teacher • Rephrase information • Rove and alert the teacher when a child needs support • Scribe • Use questioning to ensure that children have understood instructions as to what they are to do, what they will learn and what outcome is expected • Refer to the Success Criteria • Correct spellings (using cursive writing) in green ink • Annotate work when required (using White Court symbols) and initial • Use year group methods. E.g. gold/silver pens for magpie words 				
In group work	<ul style="list-style-type: none"> • Use questioning to ensure that children have understood instructions as to what they are to do, what they will learn and what outcome is expected • Explain roles, prompt and give time checks • Note issues, mistakes/misconceptions and difficulties so the teacher can address these in the plenary or in future lessons 				
In plenary sessions	<ul style="list-style-type: none"> • Prompt and help children explain what they did to achieve the learning objective • Monitor responses, note difficulties • Lead a group when the teacher works with the main cohort 				
At the end of lesson	<ul style="list-style-type: none"> • Clarify with the children what their next step in learning will be 				
After lesson	<ul style="list-style-type: none"> • Provide feedback to the teacher 				
	Name				
Success criteria					

Key S=Swift

P= Parrot

Cu=Cuckoo

M=Meadowlark

Cr=Crow

Independent

Prompted

Clued

Modelled

Corrected

