

SLE Deployment Fund: Deployment action plan template

National/Local Leader of Education Details:

SLE name:		SLE tel & email:	kate.telfer12@googlemail.com Jacklyn.manning@beechhill.newcastle.sch.uk 0191 2678113
School name:	Beech Hill Primary School	School business manager name & email:	admin@beechhill.newcastle.sch.uk

Date this action plan was agreed between the SLE and the supported school

Partner School Details

School name:			
Head name:			
LA officer party to the plan (name & contact)			

Deployment Action Plan

Objectives for the deployment	Activity planned	By when	Cost (£)	Impact measures
To ensure that TA's are aware that they are accountable for progress of their groups in and out of class.				
- Discuss non-negotiable with all members of staff. - To understand how APP can identify gaps in learning.	Go through non-negotiable and make sure TA's are aware of how each one is achievable and how they link directly into their job description. Show examples of child friendly APP in both Numeracy and Literacy and how to use them effectively to monitor children's progress.	May 20 th 2015	£700 for 2 SLE's for a day at Beech Hill.	TA's fully aware of their job description and expectations from the Head Teacher and teaching staff. TA's can begin to identify next steps to further improve their practise. TA's are familiar with key learning objectives and assessment procedures that can support identifying gaps in learning. TA's are more familiar with what an effective evaluation looks like.

- To show how effective evaluations books are in supporting children's learning.	Show evaluation books of TA's – discuss effectiveness and how this feeds straight back to class teacher and managers with identified next steps. Gap Task – to complete a weekly evaluation of children they have supported –this should include at least 2 groups who are not SEN.			They can reflect on the impact they have had on children's learning and can begin to identify next steps in learning. In ***** School after gap task, TA's will role play a mini pupil progress discussion with a 'class teacher' using their evaluation books to improve ability and confidence when discussing pupils progress in a professional manner.
Improve the quality of support in class for all supported groups of children.				
- Discuss the importance of remaining in class during Literacy and Numeracy lesson. - Discuss how the TA is responsible for all groups of children not just SEN.	TA's to write the pros and cons of working inside the classroom with the teacher and children during Literacy and Numeracy sessions. Discuss their thoughts and talk about the importance of remaining in class so all children benefit from the teacher input. Discuss how children need to develop their independence even when working with a member of staff. Pupils should be given opportunities at the end of the task to demonstrate an ability to work alone after initial support. Observe a range of TA's at Beech Hill from Nursery to Year 6 in the morning to see how they are deployed within the classroom and support is directed by the teacher in both Literacy and Numeracy. TA's will evaluate support observed through a system of What Went Well (WWW) and Even			TA's will be aware of how important it is to remain in class (especially core subjects) to ensure pupils are supported or challenged alongside their peers and can make optimum progress in lessons. Children need to be aware that they will not be supported every lesson as they become too reliant and not independent. TA's are aware that all children need to be challenged regardless of their ability. Gap task: Work with a group of children who are not SEN. TA's able to identify examples of good practise and next steps based on

- To understand the importance of questioning and effective assessment throughout every session with their group of children.	Better If (EBI) which focuses on PACMEN (progress, asking questions, challenge, modelling learning, engaging and next steps. TA's to observe intervention groups in the afternoon to see how specific groups are challenged and engaged in relation to their needs. Short activities provided for TA's to learn about and create effective questions to use in class to help children achieve their answer. To look at the effectiveness of success criteria to aid children making progress every lesson.			observations made. TA's identify effective questioning and challenge provided by TA's at Beech Hill. Have a greater understanding of the importance of effective questioning and giving children assessment criteria to ensure progress.
TA's evaluate their own practise and identify next steps.				
- TA's to discuss their experience of working with groups other than SEN. - Discuss the impact of written evaluations.	Group discussion and feedback opportunities about gap tasks. Role play activity as mentioned above. To complete individual audit forms and identify next steps. Share next gap task of TA's observing each other to be followed up by Head Teacher/management team.	To be confirmed	£350 for 2 SLE's for half a day at ***** School.	TA's now supporting a variety of groups within the class. TA's more confident and competent in engaging in professional discussions with teachers.

