REFLECTING ON PRACTICES TO SUPPORT ACADEMIC PROGRESS
Teaching Assistants

Education Endowment Foundation
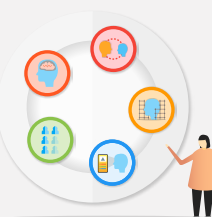
The EEF guidance report on 'Special Education Needs in Mainstream Schools' recommends that educators employ and embed five strategies into their day-to-day practice to support the progress of pupils with SEND. Use the questions below to reflect on what this might mean for you as a Teaching Assistant and to consider how consistently you embed these 'Five-a-day' into your daily classroom practice:

More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report 'Special Educational Needs in Mainstream Schools'.

https://eef.li/SEND

		To what extent do I…	Reflections
1	**Explicit instruction**	…use clear and succinct language when explaining things to pupils, checking their understanding frequently?	
		…use dual coding (i.e. diagrams, images or tables on a mini-whiteboard) to aid students' understanding of new content?	
		…model how to complete a task before expecting pupils to work independently?	
2	**Cognitive and metacognitive strategies**	…support pupils to recall previously learned content, before they move on to new content?	
		…help pupils to organise their thinking by 'chunking' the content into smaller steps?	
		…ask metacognitive questions that support pupils to plan, monitor and evaluate their own learning?	

		To what extent do I...	Reflections
3	**Scaffolding**	...use scaffolds (visual, verbal, and written) that support pupils to access the learning?	
		...use scaffolding in a way that reduces pupils' reliance on adult support, lessening scaffolds over time?	
		...provide scaffolds in a non-stigmatising way (i.e. providing them for a small group or pair, rather than only for 1 pupil)?	
4	**Flexible grouping**	...work with several different pupils, forming temporary groups when several pupils have the same current difficulty?	
		...promote peer tutoring, facilitating pupils learning from one another?	
5	**Using technology**	...utilise technology as part of the delivery of interventions?	
		...support pupils to use technology to record their learning, i.e. through speech-to-text software?	