OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

FINAL REPORT ON THE OTLA PHASE 7 (ENGLISH) PROJECT – NEW SUPPORT MODELS

Develop

Develop (2021) *Final Report on the OTLA Phase 7 (English) Project – New Support Models.* London: ETF.

© The Education and Training Foundation (2021)

CLAIRE COLLINS
consultancy

THAT READING THING
literacy for teens and adults wherever they are

Contents

Final report - New Support Models

Develop

This project aimed to explore ways of improving the effectiveness of Learning Support Assistants (LSAs) when working with learners to improve their confidence levels in maths. Our research activities together with the challenges presented by the pandemic have highlighted more clearly than ever before the critical role of the LSA in providing essential pastoral and academic support and how we can use them more effectively within our organisation.

Summary

Develop is a not-for- profit organisation that delivers a comprehensive range of education and training programmes at four centres in the Eastern Region with a particular focus on high needs students aged 14-19 who have struggled in mainstream schooling.

One of our core aims is to develop learners' independent study skills and to encourage a 'growth mindset' (Dweck, ,2006). In 2019-20 we carried out a successful OTLA 6 project which set out to find ways in which tutors could develop their learners' skills and attitudes in the area of greater learner autonomy. Our plan was to use this year's OTLA 7 project to involve LSAs much more fully in the process of promoting a growth mindset and greater independence in learning. As will be explained below, we had to refocus our research activities at a key stage of the project but we feel that we have still been able to gain insights and make changes that have led to an important clarification and extension of the role of the LSAs in ways that we feel will have lasting effects across our organisation and across the teaching of all subjects too.

Rationale

One of Develop's core aims is to develop learner's skills in self-reflection and metacognition. This challenge is particularly prevalent in maths and English lessons, where learners have a preconceived idea of their ability and often lack confidence, hindered by a 'fixed mindset' which is largely shaped by their previous experiences with the subjects. LSA's can also unwittingly bring this fixed mindset to their role which can have a compounding effect. Our original plan was therefore to focus on involving LSAs more actively in exploring growth mindset support strategies with both maths and English learners.

However, as a result of a temporary break in our Study Programme contract in December we had to withdraw temporarily from the OTLA programme but re-joined in February by which time teaching had to take place remotely. This made the closer focus on the learner/LSA relationship trickier to quantify and so, in the time that remained we decided to try to capture insights from two of our maths tutors, one Dunstable and one in Hitchin, who worked with LSAs during this challenging time and were in a position to highlight what they felt was best practice in the use of

LSAs. We hoped then to use these insights to review our use of LSAs, their job description, induction programme and CPD opportunities.

Approach

At the beginning of the project we created questionnaires (see appendices 4 & 5) for tutors and LSAs to complete which aimed to gather information about their –

- qualifications
- recent experience of training
- perception of priorities in their LSA activities
- career aspirations
- feelings about working as an LSA
- view of their impact as an LSA
- involvement in joint lesson planning
- their understanding of growth mindset approaches

There was also a 'learner version' of the questionnaires which was not sent out due to the many changes during the pandemic at this time. This is shame as learner opinion on the role and impact of an LSA would obviously have added great value to the project.

The information gathered from these questionnaires has helped inform the research activities that we then undertook in our Dunstable and Hitchin centres and which are summarised in the case studies. When we decided to focus on those two centres we also involved our Lead Practitioner in Maths as our key research project worker who carried out a range of professional discussions with both tutors and LSAs in addition to class observations at the two centres.

Professional learning: Evidence of changes in teaching, learning and assessment practices

As a result of insights gained at our Dunstable centre (see Appendix 3) we now share SOWs much more fully with LSAs so that they know that they have the freedom to make amendments to tailor the resources where necessary to best suit the individual learners. Where this happened, we found that learner attendance has improved significantly. However, the amount of information in a SOW can be 'overwhelming' for the LSA and so we found that it was important for the tutors to mentor the LSA in this aspect of their role. If such support were offered on the job, it could have a significant impact –

> *'When I saw the whole SOW it freaked me out a bit but with support from the tutor I was able to get my head around it '*
>
> *"I took the lesson plans that the tutor had given me. If they needed something else in the lesson then I felt enabled to do this."*
>
> *'It made me feel more responsible.'*

Normally in lesson a LSA would be briefed at the start of a lesson with their expected role and allocated the support requirement. However, because of the range of learner abilities in this maths group and the need for remote lessons it became clear that the LSAs would need to deliver the lesson. This required that they be given a scheme of work, resources and lesson plans and the tutor chose to give them a whole term's worth. At the start this was overwhelming for the LSAs whose own abilities in maths were limited. However, this was quickly circumvented with professional discussions and mentoring support from the tutor who encouraged the LSA to make changes to the resources as they saw fit thus tailoring the course to the learner. LSAs knew they had support and could feed back to the tutor after each session and were happy to take on the responsibility.

Not only has providing LSAs with schemes of work been useful when delivering sessions to one or two learners at a time, it has also equipped them to take on a greater involvement in whole class sessions which continue now that face to face teaching has resumed. The pandemic has undoubtedly accelerated the involvement that some LSAs have had but this has been a welcome improvement in the way in which learners are supported within our institution. This model has proved so useful and successful that we plan to roll this out for all mixed ability groups where tutors and LSAs can be provided additional CPD to explore this "mentored teaching" approach.

Evidence of improved collaboration and changes in organisational practices

In professional discussions with maths tutors at the Norwich centre the Lead Maths Practitioner gathered a range of information on how they approach the deployment of LSAs in their lessons. As a result, the tutor from our Norwich Centre shared a document that she had created to support LSAs in her maths lessons as it was clear that tutors and LSAs held a range of different perceptions about what an LSA could and should do. The tutor was keen to provide a working guide that encouraged her LSA to focus on supporting learners who needed less maths support (see extract below) This would then free up the maths tutor to make better and more effective use of her greater expertise in working with students with more substantial learning difficulties. (See Appendix 6).

Level		Degree of help
1	SUPERVISE	Keep students on task without giving them any ideas or answers. Help students understand what is expected of them on a task.
2	HINT	Give students hints but no direct ideas or methods for any questions. Students can be given vague pointers but not specific scenarios or examples.
3	SUGGEST	Students can be given scenarios or ideas they could not come up with on their own. This includes helping them choose method for questions but not doing the question with them.
4	TEACH	Students can be given any help possible to get them through the task. This may include clear step by step instructions or doing the work alongside the student.

The tutor also thought it would be useful to review some of the ideas about 'growth mindset' (see graphic below)

Growth Mindset

I can't do this.	→ Yet.
It's good enough.	→ Is this really my best work?
I can't make this any better.	→ I can always improve.
This is too hard.	→ This may take some time and effort.
I made a mistake.	→ Mistakes help me learn.
I'm not good at this.	→ What am I missing?
I give up.	→ I'll use a different strategy.
Plan A didn't work.	→ There's always a plan B.

Following on from what we have learned about the role and involvement of LSAs during this project we have subsequently redefined the job descriptions for LSAs to reflect their more diverse roles (Appendix 7).

In addition to this we have revised and strengthened our HR processes when allocating short-term and long-term lesson covers (Appendix 8). We now have in place a robust process that looks at selection, bespoke induction and short term CPD to ensure effectiveness in these roles so that the impact on disruption to learners is minimised.

There have also been changes in observation practice, with a greater focus on the LSA's contribution in lessons. This approach now ensures that the LSA is an integral part of any observation, looking at the partnership between tutor and LSA, how the LSA supports the students with maths topics and that the LSA will, in future, contribute to the reflective practice of the lesson review.

Lastly, there have been changes in our recruitment practice. Instead of appointing LSAs without considering their potential progression within our centre, we now actively work with them to ensure that there is scope for progression to a tutor role if this is what they wish to work towards. If not, then we now use the definition of 'trainee LSA', 'LSA' and 'senior LSA' to provide recognition of progression within the role.

Evidence of improvement in learners' achievements, retention and progression

At the Dunstable centre (See Appendix 3) encouraging findings emerged as we changed the way LSAs were deployed. One of the Entry Level 1 learners said of the LSA –

> *'I wish you could be my tutor all the while'.*

Learners who frequently used to leave lessons now remain the whole time and now clearly enjoy the teaching. The LSA in this group had been a learner himself last year which highlights the benefit of encouraging learners to take on an LSA as they are acutely aware of learners' needs having been one so recently and they know from experience what it is they find helpful and valuable.

Our Lead Maths Practitioner is now more strongly confirmed in her commitment to considering how LSAs can be regraded and offered mentoring to become tutors: this is not new within the organisation as the Bedford Centre already has two LSAs who have become maths tutors via mentoring on the job. However, this project and in particular the Hitchin case study (Appendix 2) has highlighted that this should be developed as standard progression opportunity for any LSA who shows an interest in maths (or English) and would like opportunities to demonstrate their skills. This requires building relationships between LSAs and tutors, observing LSAs as well as tutors and offering targeted CPD. Building LSA maths knowledge can be done on the job if the tutor has the experience and support to do so. Both case studies show this is possible in different ways. The Dunstable case study shows what can be achieved

when 'needs must'. Both the LSAs involved in that element of the OTLA project will be given the opportunity to gain Functional Skills Maths qualifications at Level 2 to prepare them for their future roles as a senior LSA or potential tutor.

Learning from this project

As a result of this project we are committed to developing training and team building opportunities to encourage better relationships between tutors and LSAs with clear indications of job roles and where the crossover is, as well as highlighting appropriate progression opportunities.

What this project has highlighted most noticeably for us is that the pandemic has afforded us the opportunity to evaluate the dramatic, unexpected change to teaching, learning and assessment. We view this learning curve as an opportunity to promote and explore the relationships with LSAs and tutors across our centres and across subjects too. We feel that this clarification and extension to the role of the LSAs will have lasting effects across our organisation and across the teaching of all subjects too.

References

Dweck, C. S. (2006). *Mindset: The new psychology of success.* Random House.

Appendix 1 – The project team

Project Role	Name	Job Role
Project Lead	Mark Pike	CEO
Deputy Lead	Janet Annetts	Lead Practitioner in Maths
Project team	Fiona Manning	Teaching & Learning Coordinator
	Sharon Scipio	Tutor
	Justine Rugg-Easy	Maths Tutor
	Chloe Turvey	Trainee LSA
	Sarah Ford	LSA
	Emily Potts	HR advisor
Project Mentor	Helen Hewlett (ccConsultancy)	
Research Group Lead	Bob Read (ccConsultancy)	

Appendix 2 – Case Study Hitchin

Our centre at Hitchin is relatively new centre and has attracted learners with complex behavioural and learning needs. Many learners find maths challenging due to previous experiences at school. We have one tutor covering all Functional Skills levels of maths at the centre over 4 lessons for Level 2, Level 1 (two classes) and Entry level. In December 2020, this tutor came down with Covid and has been on long term sick ever since.

In January 2021 we went into lockdown and needed to offer lessons online or work to complete at home. Systems were set up to track learner engagement and tutors had to learn rapidly how to deliver online lessons. The one constant was the Learning Support Assistants (LSAs) who knew the learners well and were able to contact them through phone calls and email.

The Lead Practitioner in Maths was able to cover the lessons with support from other maths tutors. In particular they set up Level 1 and Level 2 online sessions, with emails to students on work that needed completing. Liaising with the centre coordinator and the LSAs proved to be invaluable as they did not know any of the learners and did not have a relationship with them. Having a relationship with learners is so important when teaching, to help develop the right attitude to learning and tackling maths with positivity. The Lead developed the relationship with the LSAs who in turn supported the learners with attendance and completion of work. They provided the communication link and follow up where learners did not attend online sessions for whatever reason.

As the Lead got to know the LSAs better they also learned more about the learners, so when we met back in class the learners were ready and glad to be back. Lessons were positive and the tutor was quickly able to assess where learners where and whether they were ready for exams. Two learners chose to take Level 1 qualifications and passed and were able to move onto their aims of achieving Level 2, which at the time of writing is due shortly.

Once back in the classroom, one of the LSAs left Develop. The Lead had built good relationships with all the LSAs and had identified one LSA that was interested in being a maths teacher in future. After some negotiation with the centre coordinator this LSA was secured within the level 2 maths lessons, so the Lead could start mentoring and shaping her involvement. The LSA also worked very well on a 1:1 basis with a particular learner and was keep them on track in lessons, not just in maths but across the curriculum.

The Lead has developed other LSAs at another of Develop's centre (Bedford), where an LSA worked closely with the Lead to develop skills in teaching maths. That LSA is now the maths tutor for L1 and L2 at Bedford Centre and has helped to develop another LSA into the role of teaching Entry Level maths whilst completing their PGCE. We know the model of mentoring on the job works.

Some reflections and insights

- Developing tutor/LSA relationships is invaluable for consistent teaching approaches and appropriate support both for the learner and tutor.

- Support of consistent LSAs throughout lockdown and back in the classroom has helped learners settle with a new tutor and enabled learners to produce work throughout this period of disrupted delivery.

- Tutor needed the support of the LSAs to communicate to the learners while they got a handle on what learners knew and how they worked. This meant back in the classroom we were ready to go and learners accepted the new tutor readily.

- LSAs who work with the learners across other subjects have a better knowledge of how to keep them engaged.

- LSAs who have strong subject knowledge in maths tend to be more effective because they can be more positive and can promote growth mindset alongside the tutor. This frees up time for tutor to support other learners knowing that the LSA is giving the correct information.

Appendix 3 – Case Study Dunstable

The tutor concerned has been teaching maths for a couple of years having gained their Level 2 Functional Skills Maths qualification through Develop. She also teaches cooking and has been at the Dunstable centre for many years. Last year she taught Entry to Level 1 Functional Skills Maths. This year she reduced her maths teaching hours to take on the Entry Level learners in one class which presented the problem of teaching a mixed level class of learners from Entry 1 to Entry 3. This was a class of 8 learners. Our learners have complex needs and many find maths challenging or they are not confident or even "hate maths".

Three LSAs were allocated to this class and the tutor needed to think how they were going to make effective use of the support provided.

"Covid was the best thing that could have happened" – this is a quote from the tutor who felt that the pandemic challenged her to re-think the way she managed the class. She felt the best way was to split the group into three. Remote tutoring for such different levels was not going to work easily, so the tutor set up three different remote lessons for each level of the Functional Skill and then asked two of the LSAs to run the lower levels whilst the tutor focussed on the larger E3 group.

The LSAs were provided with a level of autonomy in delivering the appropriate SOW and searching out additional resources as needed. This enabled the LSAs to adjust their teaching to the needs of the learners, knowing they had full support from the tutor.

The tutor allocated the one E1 learner to our LSA in training, who last year had been a student and understood very well the difficulties surrounding maths. They were open to the challenge and felt well supported by the tutor. They knew the learner well as they had supported them in classroom lessons and from previous years as a learner themselves. The trainee LSA found it "challenging from the viewpoint of the scheme of work and working online." "When I saw the whole SOW it freaked me out a bit but with support from" the tutor "I was able to get my head around it." The trainee LSA came from the learner perspective so knew how learners think and feel.

Quotes from the LSA:

> *"Once I found the routine it fell into place."*
>
> *"It made me feel more responsible."*
>
> *"Knowing …"* the tutor *"…the way I did helped me to take on this responsibility."*
>
> *"I took the lesson plans that …"* the tutor *"… had given me. If they needed something else in the lesson then I felt enabled to do this."*

When the LSA and the learner were able to work together again in the centre, the LSA said it was "…more challenging online but now we are back in person it is easier. I'm

working with two students now. Showing a student in person is much easier than explaining it online."

The LSA noted that the learner used to disappear in lessons but as a result of support of the trainee LSA "he stays in lesson and is more enthusiastic". He also wishes the trainee LSA "… could be his teacher all the time".

The trainee LSA reported that their "favourite part of being a LSA is getting something right" and enjoys "supporting these two students throughout the centre as well as supporting other students too."

Week/ session No	Learning Objectives (Planning for Progress) What do you want your learners to achieve	Learning Activities What will the learners be participating in to learn & achieve the objectives set Structure – starter – intro to objectives-lesson content, activity-review of objectives Differentiation to be included e.g.: extension tasks, handout format, further questioning, grouping of learners Continuous assessment of learning	Resources (tools/LSA/Portfolios/flipchart	Assessment (inc AFL strategies) to show progress How will you know the learners have learnt the objectives & retained the learning	Opportunities to include Equality, Diversity and British Values
15	Demonstrate knowledge of writing number words. Compare numbers up to 20.	Check leaners' knowledge of writing numbers to 20- Call out numbers and learners write the number word. Any numbers that learners have difficulty with, use 'Look, say, cover, write, check' method to learner the spelling. Use concrete objects (counters/cubes) to demonstrate the differences in value of numbers. Eg: 10 cubes is more than 5 cubes. Introduce the 'more than', 'less than' and 'equals to' signs and explain each one using the example. Learners will then have an opportunity to first, identify groups of more/less than objects on a worksheet. Learners will then complete a cut and paste activity which will require them to use the symbols (alligators).	Number word flashcards. Worksheets 1-10/11-20 Less than, Greater than, Equals - Alliga Compare more and less- worksheet x2.c		

		Learners will also complete worksheets which includes the 'Equals to' symbol. More than, less than, equal to - worl less- worksheet x2.c Compare more and less- worksheet x2.c ADDITIONAL WORKSHEETS Demonstrate and check whether learners ca use a number line to complete addition and subtraction sums. Learners will demonstrate that they are able to add and subtract numbers to 20. Inform them that they will be required to extract information in word problems. Complete first addition and subtraction word problems with them and then they will attempt the rest of it.	More than, less than- Cut and Paste PDF More-than-less-than-equal-to- Circle cc PDF More-than-less-than-equal-to- Circle th Addition and subtraction within 2 Addition word problems to 20.doc Subtraction word problem to 20.docx		
	Practice adding and subtracting numbers up to 20.				
16	Evaluate knowledge of coins and note up to 20.	Show learners a selection of coins and notes and ask them to identify them. Call out different money values which learners will write on white boards. Focus on them using the correct symbols -p £	Coins and notes		

		Extension: Money word problems. Addition-Money-Problems-up-to-20p.d Addition-Money-Problems-up-to-25p.d	Add money to 20p.docx Add money to 50p.docx		
	Read analogue and digital time in hours.	Ask learners whether they know the difference between analogue and digital time. Show learners the poster that gives an example of each - Discuss. Give learners a clock face and call out different times which learners shave to set on their clocks. Reinforce with a matching game. Learners will then reinforce this skills by completing a worksheet independently. Match the time - hour-telling-time.pc Which Clock is it-Choose the correct Time problem solving - E1.docx Extention	Analogue and Digital Time -POSTE Clock faces Matching time cards Analogue and Digital Time -POSTE		
17	Review and reinforce knowledge of days of the week, months of the	Ascertain from learners what they know in order to determine a starting point. Learners will name and sequence the above and complete relevant worksheets independently to demonstrate understanding.	Flashcards-days of week Months of year, seasons		

	year and seasons.		Months of the year- Write in correct orde (PDF) Months of year- Last month, next mo (PDF) Months of year- This month, next mo (PDF)		Days of the wek- Write in correct orde (PDF) Days of the week- Yesterday and tomo (PDF) Days of the week- days before and afte (PDF) SEASONS- POSTER.pdf (PDF)		
	Describe and make comparisons in words between measures of items.		Display a collection of items of different sizes and compare the difference between them. E.g., Which one is bigger/the biggest/longest/shortest/heaviest/ fullest. Work through a selection of worksheets to reinforce these tall-or-short-works heets.pdf (PDF) concepts Heavy and Light -- Worksheet.pdf (PDF) lighter-and-heavier -worksheet.pdf (PDF) Tallest to shortest - worksheet.docx Longest worksheet				
18	Identify and recognise 2D and 3D shapes		Show learners pictures of 2D shapes to determine which ones they are familiar with.		Pictures of 2D shapes		

Teach learners the names of the shapes and what makes each shape unique (characteristics of each shape)

Play some shape games: Snakes and ladders, Roll a Shape, Name that shape

SNAKES AND LADDERS- SHAPE.dc

NAME THAT SHAPE - BOARD GAME.pdf

SHAPE BOARD GAMES.pdf

Talk about 3D shape. Show pictures of 3D shapes. Relate it to 3D shapes found in real life. Play the 3D -Roll it, find it, ,cover it- involving real life objects.

BASIC 3D SHAPES-POSTER.do

3D SHAPES IN REAL LIFE- PICS.docx

Check retention of what was learnt by completing the following worksheets

Recognise-2D-and-3D-Shapes- Worksh

Recognise-2D-and-3D-Shapes - Reason

ROLL IT, FIND IT, COVER IT- SHAPE G/

		Identify the position of items using positional vocabulary.	Create a few real-life examples; Place an object above/next to/between/ left/right/under/in front of/ behind another object. Learner will identity the position each time. Complete a selection of worksheets to reinforce what was learnt. PREPOSITIONS OF PLACE – Online wor Online activities if needed.	Prepositions- in, on, under -WORKSH PDF Prepositions Worksheet - Ref and Prepositions -Worksheet 2.docx		
19		Demonstrate ability to read and record information from lists.	Show learners various lists – eg: , quantities on a shopping list, a room number or phone extension from a personnel list, quantities on a picking list. • Practise finding phone numbers stored in a mobile phone. Watch the Youtube video and check understanding afterwards by using questioning. Learners will then demonstrate capability by completing a few tasks. List a few telephone numbers and ask learners whether they can find a specific number.	Menus Receipts READ NUMERICAL INFORMATION FRO		
		Sort and classify objects using a single criterion.	Have a selection of objects available-eg: pens, pencils, coloured cubes,etc. Remind learners about the 2D and 3D shapes that they were required to sort. Choose two items and ask learners to sort them. Observe how they do this. Inform them that they will watch a short video that will help them to master this skill well.-Discuss and practice with concrete objects. Learners will then reinforce this skills independently by completing some tasks.	Selection of different objects Sort and classify objects using a sing		

		Fruit-Sweets-Sorting game.d	Sort and clasify - worksheet.pdf Sort-and-Classify-by-Color.pdf Sort-and-Classify-by-Size.pdf	Sorting-and-Classifying-Fruit and furni	
		Boy-Girl Sorting game.docx	Inform learners that data can be represented in different forms. Show them the YouTube video where all tally charts, pictograms and graphs are explained.		
			Reinforce by showing examples of each.		
		Draw simple charts and diagrams to represent data.	Focus on Tally Marks. Complete one worksheet together. Learner will then complete the next one independently.	Tables tally charts pictograms and bar
Youtube	
			Counting Tally Marks - worksheet.c Tally Marks-Worksheet.pdf	TALLY, PICTOGRAM, BAR GRAPG -Exampl	
			Complete a block/bar graph together. Learner will then complete one independently.	Counting and Creating a Bar Grapl	
			Learners will then combine tallies, pictograms and bar charts in one task.		

			Making-bar-graph-1.pdf To interpret and construct simple tall		
20	Show understanding of handling data by completing an assessment task.	Learners will complete the activities independently to demonstrate that they have grasped it and to check for gaps in their understanding.	E1- Handlind Data activities.pdf		
21					

Some reflections and insights

- Giving LSAs the opportunity and support to deliver to smaller groups is not new, but the experiences of the tutor and the learner at the Dunstable Centre during the pandemic lockdown provided an opportunity for the model to be quantified and a trainee LSA to be mentored into the role.

- The support of a well organised experienced tutor with a well put together SOW, LPs and resources is important if the LSA is to feel confident in taking on these additional responsibilities.

- Proving a greater level of autonomy for the LSAs in their role needs mentoring and support to find new resources as needed. This support can be offered 'on the job' by a process of careful mentoring. This was the case at the Hitchin Centre and explains why the tutor and LSA team worked so well together.

Appendix 4 – Questionnaires for Tutor and LSAs

Questionnaire Questions for Tutor

1. Full Name

2. Centre

3. Subject Taught

4. How many lessons per week do you teach? (half a day delivery = one lesson)

5. How many learning support assistants do you work with in the course of a week?

6. When planning a lesson do you plan who the LSA is and what they will do in your lesson?

7. Please give an example of this:

8. Do you feel you have sufficient Maths' skills to help students?

9. What level of maths qualification do you hold?

10. How long ago did you last receive maths training? e.g. formal qualification, internal or external workshop, online training.

11. Would you like additional maths training to support you in the Tutor role?

12. Identify what you think are the most important responsibilities of an LSA by putting these sentences in priority order, with 1 being most important and 10 being least important.

    a. [Undertake office duties]

    b. [Modelling good practise]

    c. [Keeping learners on task and building motivation]

    d. [Understand learners' special educational needs]

    e. [Promote independent learning]

    f. [Help prepare learning materials]

    g. [Contribute to planning lessons/activities]

    h. [Contribute to delivering maths, English and ICT in all lessons]

    i. [Keep records and evaluate learner progress]

    j. [Carry out structured assessment and observational tasks]

13. Have you ever been an LSA?

14. Do you make it clear to the LSA what is expected of them in each lesson?

15. Have you made it clear to the LSA how they should support a particular student?

16. Does the student understand the difference between you and the role of the LSA?

17. Do you understand what is meant by a growth mindset?

18. Do you provide expert advice to other Tutors within Develop? e.g as a maths tutor providing maths ideas for a vocational tutor or as a vocational tutor seeking ideas from a maths tutor.

19. Do you promote maths in vocational areas that you teach in?

20. Have you worked with LSA's previous employment?

21. What three individual words (not a sentence) best describe the impact an LSA has on students?

Questionnaire Questions for LSAs

1. Full Name

2. Centre

3. Do you feel you have sufficient Maths' skills to help students?

4. What level of maths qualification do you hold?

5. How long ago did you last receive maths training? e.g. formal qualification, internal or external workshop, online training.

6. Would you like additional maths training to support you in the LSA role?

7. Identify what you think are the most important responsibilities of an LSA by putting these sentences in priority order, with 1 being most important and 10 being least important.

   a. [Undertake office duties]

   b. [Modelling good practise]

   c. [Keeping learners on task and building motivation]

   d. [Understand learners' special educational needs]

   e. [Promote independent learning]

   f. [Help prepare learning materials]

   g. [Contribute to planning lessons/activities]

   h. [Contribute to delivering maths, English and ICT in all lessons]

   i. [Keep records and evaluate learner progress]

   j. [Carry out structured assessment and observational tasks]

8. Do you aspire to become a Tutor?

9. Does the Tutor make it clear what is expected of you in each lesson?

10. Does the student understand how you are meant to support them?

11. Do you understand what is meant by a growth mindset?

12. Do you provide an LSA function in curriculum areas other than maths?

13. Do you promote maths in vocational areas that you support students in?

14. Were you recruited to support a particular learner?

15. Do you support particular learners or the wider group?

16. What three individual words (not a sentence) best describe the impact you have on students?

17. How many times in a term would you usually cover a lesson?

18. If you have covered a lesson, which subjects have you covered?

19. How do you feel when you cover a lesson?

20. What information do you need to be effective in covering a lesson?

Appendix 5 – Results from the Questionnaires for Tutor and LSAs

Results from LSA questionnaire

Survey Data from 14 tutors and 8 LSAs surveys

1. LSA maths qualifications range from below GCSE/CSE grade 4/C to degree level

2. LSA last maths training is mostly more than 12 months previously. Only 1 LSA had received maths tutoring within the last 0-3 months because they are working towards L1/2 FS maths

3. 3/8 LSAs would like additional maths training to support them in their role as LSA.

4. Ordering the following duties for an LSA by the LSAs was varied, indicating the difference across the organization (order 1 most important, 10 least important)

   - [Undertake office duties] 10, 9, 10, 5, 8, 1, 2, 10

   - [Modelling good practise] 5, 5, 3, 4, 7, 7, 8, 3

   - [Keeping learners on task and building motivation] 3, 2, 1, 3, 2, 8, 9, 1

   - [Understand learners' special educational needs] 1, 1, 2, 1, 1, 10, 10, 2

   - [Promote independent learning] 2, 3, 4, 2, 3, 9, 7, 4

   - [Help prepare learning materials] 9, 4, 6, 6, 4, 4, 3, 6

   - [Contribute to planning lessons/activities] 8, 7, 8, 7, 5, 5, 5, 9

   - [Contribute to delivering maths, English and ICT in all lessons] 7, 6, 7, 8, 10, 3, 6, 5

   - [Keep records and evaluate learner progress] 4, 8, 5, 10, 6, 6, 4, 7

   - [Carry out structured assessment and observational tasks] 6, 10, 9, 9, 9, 2, 1, 8

5. 6 LSAs aspire to be a tutor, 2 do not

6. All LSAs felt they knew what the tutor expected and that learners understood how they are meant to support them.

7. All LSAs bar one understood "growth mindset"

8. All LSA support in other parts of the curriculum other than maths and all promoted maths in those other areas where they could.

9. 2 LSAs were recruited to support a particular learner.

10. In lessons half the LSAs support particular learners and half support the wider group.

11. Covering lessons: 1 never, 2 rarely, 4 sometimes, 1 often

12. Lessons covered have included: maths, English, PSD/ Employability, Vocational (not specified), music tech, life skills, student union recruitment, horticulture, childcare, ITQ.

13. Feeling when covering a lesson: Covering for new learners is stressful, Confident as able to use previous experience, I feel prepared, fairly comfortable, "Due to being an LSA it confuses a lot of the learners as they don't feel like I am equipped to cover the lessons. I have experience leading lessons but not in particular subjects where I feel out of my depth. I would never turn down covering a lesson last minute as the students come first always!", "At first in lockdown, I wasn't given the curriculum for maths so it was me finding and setting work which I was worried wasn't correct. but once I got the curriculum I was fine."

14. Information needed to cover a lesson: **List of students**, **Lesson Objectives**, Activities and order of activities, background knowledge on course. The ones mentioned most are **bold**

15. Word cloud which describes the impact you as an LSA have on students

Results from Tutor questionnaire

1. Tutors across the following disciplines responded: maths (all), Vocational (8), English (1). Some tutors cover more than one subject.

2. How many lessons 1-4 = 9 tutors, 5-10 = 5 tutors, so 64% have 1-4 half day lessons per week, 36% have 5-10 half day lessons per week.

3. How many LSAs do tutors work with each week varies from 1 to 6. 2 tutors work with 1 LSA, 2 tutors work with 2 LSAs, 5 tutors work with 3 LSAs, 3 tutors work with 4 LSAs, 1 tutor works with 6 LSAs

4. All bar one tutor plan their lessons with the LSA in mind and what they will do in the lesson. 8 tutors would like to improve how they do this. Answers:

   - "I know which LSA will be in each lesson and I know what their individual strengths and weaknesses are."

   - "I'd like to structure their role in my lesson, in more detail (how I would like them to support particular learners)"

   - "We go through the lesson plan at the start of the lesson. Also I state if an LSA is one to one support for a learner."

   - "LSA is informed prior of activities being conducted and particular learners that require 1:1 support"

   - "The LSA usually helps a specific person. I do not always evidence how this is to be done."

   - "I would like to make more effective use of any LSA I use, I currently only work with someone who is a trainee tutor in the same subject so am able to make effective use of her, as her skills are similar to mine. I would like to learn how to use an LSA who is not a trainee tutor, rather than just sit them in a corner and tell them to work with this specific learner, which is my experience of working as an LSA in many classes."

   - "I inform whichever LSA is working in the classroom with me what the lesson's aims and objectives are and discuss who might need extra help/assistance. I could improve this by sharing my lesson plans with them."

   - "Share the lesson plan, resources and plan for the session with the LSA. Explain and give any resources needing to be used with specific learners or general resources. Discuss with the LSA about breaking down tasks."

   - "Share the objectives at the start of the lesson"

   - "In Maths I have an LSA who is assigned to work with an E1 learner and NR E2 learner. Cooking- LSA works with NR learners

- "Learning supports are fully aware of the lesson plan beforehand. They know what the aims and objectives are and are fully aware of how to support the learners to achieve a good outcome for all."

- "I would like to have LSAs who were briefed before beginning the year with me on techniques and materials in the classroom they can use to differentiate maths for their students, and for them to feel more confident with the level of maths they will encounter in the classroom."

5. 1 tutor reflected that they did not have sufficient maths skills to help students in their vocational lessons.

6. Maths qualifications vary from below GCSE Grade 4/C to degree level.

7. Last maths training was from 0-3 months to over 12 months since. Most tutors had not had formal maths training for over 12 months.

8. 4 out of 14 tutors would like additional maths training to support them in their role (these included 3 maths tutors and 1 vocational tutor)

9. Important responsibilities for LSAs 1 most important 10 least important:

- [Undertake office duties] 10 x 9, 7, 3, 1, 6

- [Modelling good practise] 4, 8, 2, 9, 3, 2, 1, 2, 3, 3, 2, 9, 3, 9

- [Keeping learners on task and building motivation] 2, 9, 3, 8, 1, 1, 3, 1, 2, 2, 1, 8, 2, 8

- [Understand learners' special educational needs] 1, 10, 1, 7, 2, 3, 1, 1, 3, 7, 1, 7

- [Promote independent learning] 3, 6, 4, 6, 4, 7, 4, 4, 5, 4, 4, 10, 4, 10

- [Help prepare learning materials] 9, 5, 6, 5, 5, 4, 9, 7, 9, 5, 5, 3, 7, 2

- [Contribute to planning lessons/activities] 7, 4, 7, 4, 8, 5, 5, 6, 6, 6, 6, 5, 5, 4

- [Contribute to delivering maths, English and ICT in all lessons] 6, 3, 9, 3, 7, 8, 6, 5, 8, 7, 8, 4, 8, 3

- [Keep records and evaluate learner progress] 5, 2, 8, 2, 6, 9, 8, 8, 4, 8, 9, 6, 9, 5

- [Carry out structured assessment and observational tasks] 8, 1, 5, 1, 9, 10, 7, 9, 7, 9, 7, 2, 10, 6

10. 13/14 tutors had previously been an LSA

11. 1/14 tutors **do not** make it clear to the LSA what they expect them to do.

12. 1/14 tutors believe the student **does not** know the difference between them and the LSA.

13. All tutors understand "Growth mindset"

14. Half the tutors provide expert support to other tutors whether maths or vocational expertise. Half do not.

15. 10/14 (71%) promote maths in the vocational areas that are taught. The ones saying no do not teach a vocational subject.

16. 9/14 (64%) tutors have worked with LSAs in a previous employment.

17. Word cloud of descriptors for LSAs

Appendix 6 – LSA Working Guide – tutor perspective

LSA Maths lessons guide

Level		Degree of help
1	SUPERVISE	Keep students on task without giving them any ideas or answers. Help students understand what is expected of them on a task.
2	HINT	Give students hints but no direct ideas or methods for any questions. Students can be given vague pointers but not specific scenarios or examples.
3	SUGGEST	Students can be given scenarios or ideas they could not come up with on their own. This includes helping them choose method for questions but not doing the question with them.
4	TEACH	Students can be given any help possible to get them through the task. This may include clear step by step instructions or doing the work alongside the student.

Role Models – Maths is more teacher led, quick paced and uncomfortable for our students. You can help them by role modelling the behaviour we need them to maintain to learn effectively in the classroom by doing the following:

- Pay attention when the teacher is delivering, (no multi-tasking or typing on the computer)
- Make it clear to students that maths can be challenging but it is learnable with repetition, effort, positive attitude and practice. Tell them your own experiences of learning and success. (do NOT say that you are bad at maths, or that you find maths hard)
- Let students correct you and thank them for noticing if you make a mistake. Be open with students when you are confused or not sure about something and show your willingness to improve. The students will feel more confident if they understand that even adults are still learning.

Help NOT expected – In an ideal world the LSAs and teacher would be supervising as students learned effectively without needing any help. Because this is the case, the minimum amount of help is most ideal. I will have a scale on the wall showing students how much help they can expect with each activity to encourage them to work by themselves

Weaker learners – Whenever possible, I will try to work with the weakest learners, while encouraging LSAs to work with students that need less help. This way the maths expertise is implemented where it is needed most. (This will only apply for

students with needs linked to cognitive understanding of maths, I understand LSAs have a more specialist understanding of students' other needs such as BESD and physical)

Growth mindset and the power of yet – remind students if they can't do something, they can't do it YET but they will. Same with passing tests, memorising some maths facts etc. they may not know it YET but they will. Look up 'The power of yet' 'growth mindset' and 'neuro plasticity' to learn more.

Growth Mindset

I can't do this.	Yet.
It's good enough.	Is this really my best work?
I can't make this any better.	I can always improve.
This is too hard.	This may take some time and effort.
I made a mistake.	Mistakes help me learn.
I'm not good at this.	What am I missing?
I give up.	I'll use a different strategy.
Plan A didn't work.	There's always a plan B.

Appendix 7 – LSA Job Description Changes

Old LSA Job Description from which the Questionnaires were devised

Main Duties and Responsibilities

In relation to the Individual student:

1. To develop an understanding of the special educational needs of the student/s concerned.

2. To take into account the student/s' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.

3. To build and maintain successful relationships with student, treat them consistently, with respect and consideration.

4. To help promote independent learning.

5. To help reinforce learning.

6. To assist students with physical needs.

7. To help students record work in an appropriate way.

8. To develop study and organisational skills.

9. To help keep the students on task and to build motivation.

10. To model good practice.

11. To help build the student/s' confidence and enhance self-esteem.

12. To assist with career events within schools or other establishments as appropriate.

13. To undertake general office duties, including faxing, photocopying and filing as required.

14. To be prepared to undertake reception duties at our Training Centre, greeting visitors and making refreshments.

15. To undertake any ad hoc tasks as required, and to be flexible in covering the work of other team members as and when necessary.

In relation to the Tutor:

1. To have formal and informal meetings with teachers to contribute to planning lessons / activities.

2. To prepare materials and resources.

3. To prepare students beforehand for a task.

4. To work on differentiated activities with identified groups.

5. To support the teacher in implementing specific teaching programmes.

6. To contribute towards delivery and resource development for functional skills in English, Maths and ICT

7. To supervise practical tasks.

8. To carry out structured classroom assessment/ observation and feedback.

9. To be involved in keeping records and evaluating identified students' progress.

In relation to the Training Provider

1. To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate.

2. To support implementation of school policies and procedures, including those relating to confidentiality and behaviour.

3. To identify personal training needs and to attend appropriate internal and external in-service training.

4. Any other tasks as directed by the Training Director, which fall within the scope of the post.

Supervision arrangements

1. Termly formal review of performance with the Tutor

2. Regular meetings for team as required

3. Observation of classroom support work by Head of Centre initially twice yearly.

Other Responsibilities

General:

1. Any other duties commensurate with the post across Develop.

2. Abide by Staff Behaviour Code of Conduct Policy

3. To comply with Company procedures

4. To keep an electronic diary constantly updated checking with line manager before making any appointments not connected to work

5. To keep an accurate and up to date record of all staff training undertaken

6. To attend and participate in team meetings as requested by CEO

7. To respect the clients and learners needs

8. To respect confidentiality of staff and learners

9. To carry identification badge when on Company business

Updated Job Description (part) used within another role

To provide **individual learning support** to an identified caseload of students.

To develop an understanding of the special educational needs of the student/s concerned.

1. Meet the student/s' additional needs, ensuring their access to the lesson and its content through appropriate clarification, explanations, resources and personalised support so they are not disadvantaged.

2. Support and encourage students to take risks with their learning so they can develop their confidence to put into practice their learning and try different approaches which results in progress

3. Use a positive mindset model to develop student's resilience to overcome short term barriers

4. To work with Tutors to contribute to planning lessons and activities, including feedback as a result of reflective practice.

5. As directed by the Course Tutor, prepare students for tasks and work on differentiated activities with identified groups, including supervision of practical tasks when necessary.

6. Promote and enforce delivery and resource development for Functional Skills

7. Support the Course Tutor with record keeping and the evaluation of identified students' progress.

THANK YOU

**157–197 Buckingham Palace Road,
London SW1W 9SP**

**020 3740 8280
enquiries@etfoundation.co.uk
ETFOUNDATION.CO.UK
https://www.excellencegateway.org.uk/prep/**