

Partnership Planning & Teaching Checklist

TAs and Teachers

Before the lesson

Teacher	check	Teaching Assistant	check
Explain which EAL learners need support and share their EAL pupil profile/ EAL proficiency scale.		Find out which EAL learners need support and their levels of proficiency in EAL, strengths and areas for development.	
Share lesson objectives, lesson content and agreed language focus ____ days in advance.		Find out the lesson objectives, lesson content and agreed language focus ____ days in advance.	
Share what assistant needs to do and agree the resources needed to support content and language learning and where to place the learner[s].		Find out what you need to do and organise resources to teach the key vocabulary and sentence structures linked to the lesson.	

During the lesson

Teacher	check	Teaching Assistant	check
Make key vocabulary and language structures available to the learner[s].		Help learner[s] with key language needed to access the task.	
Assess the extent of learning against identified language targets using AfL strategies.		Focus on the learner[s] using EAL without distracting them. Use learning devices that promote learner autonomy.	
Make the 'next step' available for learner[s].		Make sure the learner is doing the work and not you.	
		Focus on understanding, rather than task completion. Ask open and closed questions to gauge understanding.	

After the lesson

Teacher	check	Teaching Assistant	check
Assess the extent of learning and appraise chosen learning device[s]/ strategies employed.		Assess the extent of learning and appraise effectiveness of chosen learning device[s]/ strategies employed.	
Plan next steps and outcomes for the next lesson.		Complete feedback notes for the teacher including appraisal of strategies/ learning devices used.	
Share next steps with the TA.		Discuss next steps with the teacher.	

