**Think about
Practical observation with
questions and answers
Level 3 ST0454 Teaching
Assistant V1.0**

On the day of this assessment you will carry out:

A 2-hour practical observation plus 15 minutes of questions and answers

Face-to-face
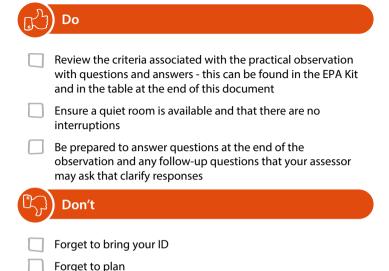
In your natural working environment

On a one-to-one basis with an end-point assessor

Key point

You will be directly observed during lessons in a classroom setting.

Do

- [ ] Review the criteria associated with the practical observation with questions and answers - this can be found in the EPA Kit and in the table at the end of this document
- [ ] Ensure a quiet room is available and that there are no interruptions
- [ ] Be prepared to answer questions at the end of the observation and any follow-up questions that your assessor may ask that clarify responses

Don't

- [ ] Forget to bring your ID
- [ ] Forget to plan

Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results

Resits

- If you do not achieve a pass result on the practical observation with questions and answers, you can resit this assessment

Use the table below to plan and prepare for the practical observation with questions and answers.

(P) indicates pass criteria
(D) indicates distinction criteria

Assessment criteria	Key points to remember
Develop strategies for support	
(P) Show use of how assessment for learning can support learners; peer assessment, self-assessment and questioning. (S1)	
(P) Follow and implement the school's behaviour policy. (S1)	
(P) Demonstrates more than one behaviour management strategy in a class room setting. (S1)	
(P) Contribute to reviews of behaviour including bullying and attendance. (S1)	
(P) Ability to deliver interventions in partnership with the class teacher, use and/or create a range of resources to support the delivery. (S1)	
(P) Be able to communicate effectively using activities and resources appropriate to pupils learning including those with SEND needs. (S1)	

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Assessment criteria	Key points to remember
(D) Use of effective questioning skills and dialogue that deepens children's understanding. (S1)	
(D) Use of developmental feedback to encourage learner's independence. (S1)	
(D) Ability to provide considered feedback on the effectiveness of behaviour management strategies. (S1)	
(D) Successfully use a range of behaviour strategies. (S1)	
(D) Demonstrates broader support in behaviour management utilising the schools Behaviour Management System. (S1)	

Assessment criteria	Key points to remember
Communication and teamwork	
(P) Ability to provide effective support for colleagues in line with the responsibilities of your role. (S2)	
(P) Work well within a team and contribute effectively to the planning and implementation of joint actions. (S2)	
(P) Demonstrates an adherence to the Staff Handbook and know school policies and procedures for communication and teamwork. Be a role model to all pupils. (S2)	
(P) Ability to comply with all requirements and expectations for confidentiality of information in a timely manner. (S2)	
(P) Demonstrates the ability to converse respectfully and in a way the child understands. (S2)	
(P) Ability to recognise communication difficulties and adapt accordingly, maintain positive relationships. (S2)	
(P) Ability to support online safety and adhere to school policy. (S2)	
(D) Able to successfully comply with school policy to improve ways of working as a team and make suggestions for improvements. (S2)	

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Assessment criteria	Key points to remember
Working with teachers to accurately assess	
(P) Evidences how they feedback appropriately to learners and to teachers. (S3)	
(P) Able to complete assessments in the required format given by teacher. (S3)	
(P) Able to ensure agreed contributions are accurate, complete and up to date. (S3)	
(P) Gives feedback to learners to promote independence. (S3)	
(P) Use age related expectations criteria for assessment areas and in specific curriculum areas. Link to the schools Assessment Policy. (S3)	
(P) Evidences how to access school system to input information, for example: assessment data. (S3)	
(D) Evidences a dynamic adaptation of language skills relevant to the group of pupils you are interacting with. (S3)	
(D) Use assessment data to improve next steps and planning. (S3)	

Assessment criteria	Key points to remember
Using technology	
(P) Ability to access the school system to complete electronic registers. (S4)	
(P) Ability to support learners and ensure the safe use of technology. (S4)	
(P) Demonstrates the use of ICT to advance pupils learning. (S4)	
(P) Evidences how they promote the importance of health, safety and security and access to programs. (S4)	
(D) Ability to access school systems to find resources and input information, for example: assessment data under guidance of teacher. (S4)	
Problem solving/ability to motivate pupils	
(P) Ability to use a range of motivational resources to engage children's learning. (S5)	
(P) Evidences how they respond to children's emotional and learning needs and recognising the difference. (S5)	
(P) Ability to use a range of techniques to help problem solving and promote independent learning. (S5)	

(P) Evidences how they provide time to listen carefully, encouraging pupils to communicate ideas for future learning. (S5)	
(D) Demonstrates how they support pupils to reflect on their learning, identify the progress they have made and how to improve. (S5)	
(D) Demonstrates evidence of where they have made an impact. (S5)	