|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School** |  | **Assessed** |  | **Teacher** |  | **Lesson** |  | **No Present** |  | |
| **Date** |  | **Review date** |  | **Year** |  | **No of Adults** |  | |
|  | | | | | | | | | |
| **Context** |  | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Evidence**  **\*Applicable to all adults in the room** | **Assess –**  **Not evident/**  **developing/embedded** | | | | **Plan** | **Do** | **Review** |
| **Environment** | **Is the contribution of all learners valued? Is this a secure and supportive learning environment where there is safety to have a go and make mistakes?** | NE | D | E |  |  |  |  |
| **Classroom is ordered, relevant and purposeful (working walls in use)** |  |  |  |  |  |  |  |
| **Can all the pupils see and hear the teacher and any resources in use? (**Background noise avoided where possible; light source in front of CT not behind; pupils seating carefully planned) |  |  |  |  |  |  |  |
| **Strategies evident to support children with SEND e.g.(this list is not exhaustive)**   * appropriate visual timetables, * Appropriately adapted tasks * Alternative recording methods * Task boards * Word banks/number lines * Systems in place to leave room if required * Manipulatives * Different coloured paper/books/whiteboard |  |  |  |  |  |  |  |
| **Use of ICT to overcome barriers to learning**   * Use of software/Apps for accessing lessons recording (e.g. Prizmo Go, Talk to text * Laptops/iPad/tablets |  |  |  |  |  |  |  |
| **Use of TAs**   * Do TAs have an awareness/prior knowledge of the objectives of the lesson? * Do TAs have an understanding of the SEN needs in the room? * Are TAs aware of class provision plans/pupils’ personalised plans? * Do TAs deliver targeted support? * Are the TAs appropriately deployed within the lesson? |  |  |  |  |  |  |  |
|  | **Evidence**  **\*Applicable to all adults in the room** | **Assess –**  **Not evident/**  **developing/embedded** | | | | **Plan** | **Do** | **Review** |
| **Communication/Language** | **Use of positive language to promote self-esteem and well-being.** | NE | **D** | **E** |  |  |  |  |
| **Use of simplified language to explain concepts**  Is new or difficult vocab clarified, written up, displayed or returned to? |  |  |  |  |  |  |  |
| **Students are aware of and understand objectives and expected outcomes** |  |  |  |  |  |  |  |
| **Questioning**  Are questions pitched to challenge students at all levels? |  |  |  |  |  |  |  |
| **Students given time to process information**  This to include learning new concepts/information/answering questions and behaviour choices |  |  |  |  |  |  |  |
| **Clear behaviour expectations including rewards and consequences** |  |  |  |  |  |  |  |
| Positive behaviours are rewarded and exemplified |  |  |  |  |  |  |  |
| Low level behaviours strategies are employed |  |  |  |  |  |  |  |
| **Children are engaged in their learning**   * Are all children engaged in the whole class input? * Does the teacher check for understanding of instructions e.g. by asking a pupil to explain in their own words * CT uses strategies to address disengagement |  |  |  |  |  |  |  |

Any other comments/observations