

## **Inclusive teaching classroom observation checklist**

**Yes/No Evidence**

Has the teacher identified appropriate and differentiated learning objectives for all learners?

Is there use of multi-sensory teaching approaches (visual, verbal, kinaesthetic)?

Is there use of interactive strategies, e.g. pupils having cards to hold up or their own whiteboards or coming to the front to take a role?

Is there use of visual and tangible aids, e.g. real objects, signs or symbols, photographs, computer animations?

Does the teacher find ways of making abstract concepts concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources?

Does the teacher use simplified and extended tasks, e.g. short, concrete text used by one group and long, abstract text by another, numbers to 100 by one group or to 20 by another?

Are tasks made more open or more closed according to pupils' needs?

Over time, does the teacher employ a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills?

Can all pupils see and hear the teacher and any resources in use (e.g. background noise avoided where possible, light source in front of teacher not behind, pupils' seating carefully planned)?

Is new or difficult vocabulary clarified, written up, displayed, returned to?

Does the teacher check for understanding of instructions, e.g. by asking a pupil to explain them in their own words?

Are questions pitched so as to challenge pupils at all levels?

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?

Does the teacher give time and support before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until a pupil can answer correctly?

## Yes/No Evidence

Where extra adult support is available for underachieving pupils, is it used in ways that promote independence, protect self-esteem and increase pupils' inclusion within their peer group?

Are the adults providing the support clear about what the individual or group is to learn?

Does the teacher work directly with underachieving groups as well as with more-able groups?

Are tasks clearly explained or modelled – checks for understanding, task cards or boards as reminders, time available and expected outcomes made clear?

Are pupils provided with, and regularly reminded of, resources to help them be independent? (e.g. relevant material from whole-class session kept on display, word lists or mats, dictionaries of terms, glossaries, number lines, tables squares)

Is scaffolding used (e.g. problem-solving grids, talk and writing frames, clue cards) to support learners?

Has the teacher made arrangements (buddying, adult support, taping) where necessary to ensure that all children can access written text or instructions?

Has the teacher planned alternatives to paper-and-pencil tasks, where appropriate?

Does the teacher make effective use of ICT as an access strategy? (e.g. speech-supported or sign-supported software, on-screen word banks, predictive word processing)

Is appropriate behaviour noticed and praised or rewarded?

Are all learners involved in setting their own targets and monitoring their own progress?