

Name of child \_\_\_\_\_

Date \_\_\_\_\_

**OBSERVATION CHECKLIST**

<b>Environment</b>	Topic words on displays – used/ children directed to look at it.		
	Visual timetable displayed – horizontal, appropriate height, used.		
	Topic words or other visuals at table top level – used?		
	Task boards available and used.		
	Behaviour management system clearly displayed and used.		
	Are the children cued in to the class boundaries, rules, expectations regularly? Prompts?		
	Proactive and de-escalation strategies in place?		
	Do children understand how it works?		
	Is there an alternative environment should it be required?		
	Is seating appropriate and accommodating need?		
	Are units and areas clearly labelled? Are they accompanied with visuals?		
	Are manipulatives available?		
	Are displays helping children or distracting or not relevant/ giving misconceptions?		
Are texts/interactive whiteboard presentations adapted, e.g. for dyslexia (coloured background, font, spacing, volume on page/screen, visuals).			

<b>Learning and Teaching Opportunities</b>	Has the teacher made the learning clear? Is the child responding to this?		
	Peer support and sensitive grouping.		
	Chunking of instructions; limiting information given; reduction in language.		
	Visual support for oral information (e.g. is a working wall being used?)		
	Processing time given or are questions closed too quickly?		
	Are a range of recording methods offered?		
	How is the work differentiated?		
	Are there opportunities for multi-sensory learning?		
	Is vocabulary assumed? Or is it taught, introduced, explained etc.? How is the understanding checked?		
Is questioning and language open or closed/direct? Are choices implied when adult speak, e.g. Can you put your pencils down please?			
<b>Additional Comments:</b>			