

# Inclusive teaching observation checklist (SEN)

Whole-class	
	Access to teacher and any resources used has been planned for, e.g. a number line or grid or text visible to all or made accessible in other ways, background noise avoided where possible, light source in front of teacher not behind
	Children's seating carefully planned
	Rules and routines for the lesson taught and displayed; praise for the children keeping the rules
	All children clear about objectives of lesson
	All children clear about structure of lesson and day, e.g. visual timetables are on display
	New or difficult vocabulary clarified, written up, displayed, revisited
	Teacher checks for understanding of instructions, e.g. by asking a child to explain them in their own words
	Support in place for children who cannot 'hold things in their heads' – sticky notes, jottings, individual whiteboards
	Questions pitched so as to challenge children at all levels, e.g. define paragraph (for higher attaining), define sentence (for lower attaining)
	Individuals targeted for particular questions, e.g. one child to add 24 to 52, a less able child to then add 25 to 52
	Use made of alternatives to questions to invite a response, e.g. making suggestions from which the children can choose, speculating, making a personal contribution from own experience
	Questions used to ensure the rest of the class are listening, e.g. 'Does anyone have a question for Gupta?' 'Who thinks the same as Jo?' 'Who thinks differently?'
	Children clear about the timescale for the question, e.g. 'This is one for a quick response.' 'This is one which needs several minutes to think about.' 'This is one I want you to work at for ten minutes.'

### Independent and group work

	Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until child can answer correctly
	Contribution of all children valued – secure and supportive learning environment where there is the safety to have a go, to make a mistake
	Children help and support each other with ideas; they give one another space in which to think and respond to questions
	Contributions reflected back by teacher in expanded form or expanded on by other children
	Multi-sensory teaching approaches (visual, verbal, kinaesthetic) in use
	Time out (talking in pairs or other groups) used to maintain attention, link to children's own language and experience
	Buddying used for seating and paired or partner work, e.g. more settled child paired with a child who finds concentration difficult, more able with less able
	Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role
	Visual and tangible aids used, e.g. story sacks, real objects, signs and symbols, photographs, pegs on a coathanger, variety of number lines, counting sticks, computer animations
	Strategies which children need to use (e.g. for problem solving or text composition) made very explicit
	Abstract concepts made concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources
	Children who need it being pre-prepared or pre-tutored where this would help them to access the lesson
	Additional adults, if present, are actively involved throughout in supporting or assessing learning

	Variety of pupil groupings used so that children are able to draw on each other's strengths and skills
	Children taught to work together in groups
	Appropriate behaviour is noticed, praised or rewarded Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged
	Effective use of ICT as an access strategy, e.g. speech or sign supported software, on-screen word banks, predictive word processing
	Individual's learning objectives, e.g. positional language, number facts, punctuation, prediction are picked up on
	Texts and equipment are at children's instructional level and matched to their age and dignity
	Teaching assistants used to prepare some children for the whole-class teaching ahead of time by rehearsing feedback, thinking in advance about the questions the teacher will ask before they are put to the class as a whole
	Peers helped to give feedback in positive ways, e.g. 'I like the way ...' 'One idea for improvement would be ...' cards
	Questioning designed to assess grasp of particular objectives relevant for each child or group of children

<b>Independent and group work</b>	
	Transition from whole-class work to independent and group work clearly signalled and actively managed
	Tasks clearly explained or modelled – checks for understanding, task cards or boards as reminders, time available and expected outcomes made clear
	Children's different needs for explanation are recognised: children can choose to start if they feel they understand or wait for further explanation if they do not
	Materials and resources for task available and accessible; expectations about independent personal organisation are clear and routines have been taught
	A distraction-free area has been set up for children who need it to work in
	Children have been taught strategies which mean they can continue to work without direct teacher help if they get stuck; prompts to remind them are on display
	Children are 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, hundred squares, tables squares
	Tasks link back to earlier (or later) objectives where these are appropriate for child and group
	Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another, numbers to 100 by one group or to 20 by another
	Tasks made more open or more closed according to children's needs
	Arrangements (buddying, adult support, taping) made where necessary to ensure that children can access written text and instructions
	Alternatives to paper and pencil tasks used where appropriate
	Scaffolding (e.g. problem solving grids or writing frames or clue cards) provided where needed