**AUDIT VISIT PRIMARY CHECKLIST**

This form is to be completed by the auditor and given to the school to upload on the CFSe tracker. Observations are made in two classrooms from two different Key Stages. The total observation time, which covers both classrooms, is one hour. Longer may be spent if required.

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| **Parameter observed** | | **Aim achieved classroom 1**  **Key Stage 2.** | **Comments classroom 1** | **Aim achieved classroom 2**  **Key Stage….** | **Comments classroom 2** |
| **Teacher support for communication** | | | | | |
| Staff are aware of the importance of identifying and providing for pupils who have SLCN. | To tick this, there is evidence of differentiating the curriculum for pupils with  SLCN. | √ | Pupils ELKLAN levels where on the posters | √ | Pupils ELKLAN levels where on the posters |
| **Interaction** | | | | | |
| Pupils are given time to absorb information, respond when spoken to, answer questions and  contribute. | To tick this, the 10 second rule was applied most of the time. | √ | Pupils in a literacy lesson where given time to process. Advance notice of I’m going to ask you all this question. Then went round asking pupils what they are going to do. | √ | Pupils interacted in a lovely circle time asking questions to each other and waiting patiently for their responses. |
| Short, unambiguous sentences are used when  communicating with pupils. | To tick this, short, unambiguous sentences  were used most the time. | √ | Tasks were broken down in short sentence with visual supports. Sentences are clear and concise. | √ | Short questions about feelings, these were modelled well by staff to help pupils in the lesson. |
| Idioms and sarcasm are rarely used in class. | To tick this idioms and sarcasm were  rarely used. | √ |  | √ |  |
| Pupils are taught in an atmosphere which encourages them to seek help and request clarification. | To tick this the atmosphere in the classroom was conducive to pupils asking questions & seeking  clarification. | √ | This group were incredibly keen asking questions about the upcoming residential and were very confident. | √ | Pupils asked each other questions and directed positive comments to other young people so everyone was involved. |
| Pupils understanding is checked. The pupils were asked for feedback. | To tick this, the teacher asked 2 pupils to explain or demonstrate what they had to do to complete a  task. | √ | Pupils clearly understood the task the use of questioning to check understanding was excellent. | √ | Use of repetitive questions helped pupils understand the task and this was well modelled. |

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| **Parameter observed** | | **Aim achieved classroom 1**  **Key Stage….** | **Comments classroom 1** | **Aim achieved classroom 2**  **Key Stage….** | **Comments classroom 2** |
| **Extending vocabulary** | | | | | |
| There are two clear strategies used to extend pupils vocabulary. | To tick this the auditor must see evidence of two specific strategies to target vocabulary development  being used. | √ | Use of visuals  Use of comics and speech bubbles to structure writing. |  | NA |
| Teachers check that Tier 2 vocabulary is understood and explain appropriately if required. | To tick this the auditor must see a focus on checking Tier 2 vocabulary when specialist words are being  explained. | .  √ | Pupils were encouraged to use these in the description of animals movement and even used higher tier equivalents. | √ | Some tier 2 descriptive words used. |
| **Thinking about questions** | | |  |  |  |
| The teacher can give examples of specific types or levels of questions pupils can or cannot answer. | To tick this, the teacher could demonstrate an ability to differentiate questions given to 2  pupils. | √ | Levelled questioning was used well and differentiated for pupils of different abilities. In the plenary pupils were allowed to pick the levelled questions they were going to attempt next time. | √ | Use of questioning to expand pupils explanation in more detail. |
| **Communication Friendly Environment** | | |  |  |  |
| Information is provided visually throughout the lessons observed. Visual tools are used when appropriate to do so. | To tick this the auditor must see evidence of the appropriate use of visual tools to support  learning. | √ | Excellent use of visuals to support learning and literacy. Classroom displays had clear visuals around timetabling and emotions. | √ | Wasn’t relevant to the lesson.  Classroom displays had clear visuals around timetabling and emotions. |
| Auditory and visual distractions are kept to a minimum and managed appropriately. | To tick this the auditor must see a calm distraction free environment with minimal  clutter. | √ | One pupil was in crisis and was escorted out of lessons. Pupils were rewarded for ignoring the distraction.  Classroom where neat at tidy. | √ | There were no visuals or auditory distractions in the lesson.  Classroom where neat at tidy. |

# Name of auditor Sean Noble Designation Senco Castlefield Campus

**Signature of auditor Date of visit 24/1/19**