**Inclusive High Quality Teaching Checklist – Secondary Setting**

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| **Strategy** | **Y/N** | **Comments** |
| Any emerging concerns discussed with CYP and parent/carer |  |  |
| SMART targets set with CYP |  |  |
| Baseline Assessments for SEMH completed where appropriate |  |  |
| Classroom well organised and labelled (with picture prompts) |  |  |
| Subject specific vocabulary clearly displayed – with visual prompts |  |  |
| Plan by deciding what everyone can learn then ‘adapt up’ |  |  |
| Clear lesson structure with learning objectives presented orally and visually |  |  |
| Instructions given in small chunks with visual cues |  |  |
| Understanding checked by asking students to explain what they have to do. Understanding and recording is demonstrated in a variety of ways.  |  |  |
| Activities and listening broken up with breaks for more movement activities |  |  |
| Range of groupings within the class including some random pairing activities |  |  |
| Five positive comments to one negative |  |  |
| Praise is specific and named |  |  |
| Memory supported by explicit demonstration and modelling of memory techniques |  |  |
| Classroom assistants planned for and used to maximise learning |  |  |
| Students are clear what is expected – use of ‘WAGOLL’ – what a good one looks like – examples |  |  |
| Students are aware of who/when/where they can share any concerns with a trusted, named adult |  |  |
| Give the student a classroom responsibility to raise self-esteem |  |  |
| Refer students regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency |  |  |
| ‘Catch’ the student being good and emphasise positives in front of other students and staff (where appropriate) |  |  |
| Play calming music where appropriate |  |  |
| Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources |  |  |
| Give breaks between tasks and give legitimate ‘moving around’ activities |  |  |
| Use interactive strategies |  |  |
| Make expectations for behaviour explicit by giving clear targets, explanations and modelling – don’t assume that students should ‘know’ what to do |  |  |
| Where possible, create a quiet area both for working and as a ‘quiet time’ zone |  |  |
| Use a visual timer to measure and extend time on task – start small and praise, praise, praise |  |  |
| Teach students how to use post-it notes for questions and ideas rather than interruptions (when appropriate) |  |  |
| Legitimise movement by getting student to take a message, collect an item, use a ‘stress ball’ or similar if necessary |  |  |
| Give a set time for written work and do not extend into breaks to ‘catch up’ – the student will need these breaks |  |  |
| Use student’s name and give eye contact before giving instructions (unless eye-contact is an issue) |  |  |
| Consider seating – student seated at the back of the class may not be as tempted to turn around |  |  |
| Personalise teaching where possible to reflect students’ interests and strengths |  |  |
| Communicate in a calm, clear manner |  |  |
| Keep instructions, routines and rules short, precise and positive |  |  |
| Provide visual timetables and task lists – may need to be for a short period of time depending on the student |  |  |
| Have a range of simple, accessible activities that the student enjoys using as ‘calming’ exercises – or a range of extension activities where appropriate |  |  |
| Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of text messages, ‘good notes’, postcards, merits, rewards |  |  |
| Allow student to have a safe place to store belongings |  |  |
| Ensure groupings provide positive role models |  |  |
| Transition from whole class work to independent or group work is taught, clearly signalled and actively managed |  |  |
| Use de-escalation & Restorative approaches – 4 Rs – Regulate, Relate, Reason, Repair. Emotion Coaching / PACE used routinely |  |  |
| Other: |  |  |