**High Quality Teaching Checklist**

Teacher: Date:

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| **Planning and teaching to support literacy skills** | **Consistently in place**  | **Area for development**  |
| Clear planning of the role of additional adults in lessons – all adults support all groups of pupils during a series of lessons |  |  |
| Supporting adults are well-briefed and clear about outcomes for pupils, therefore support is focused |  |  |
| Differentiation includes multi-sensory approaches, and a range of teaching/learning styles |  |  |
| Teaching and instructions chunked /broken down to aid understanding |  |  |
| Clear questioning to check and/or to develop understanding |  |  |
| Clear procedures for pupils to access help e.g. put hand up/ traffic light cards |  |  |
| Spelling tests are short and differentiated |  |  |
| Rhyming skills are taught visually and aurally |  |  |
| Mnemonics are used as appropriate |  |  |
| Cloze procedures are used |  |  |
| Writing frames are used to support and develop writing skills  |  |  |
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| **Classroom organisation**  | **Consistently in place**  | **Area for development**  |
| Pupils with additional needs are seated at the front, facing the board, enabling children to see and hear the teacher clearly |  |  |
| Opportunities for peer support, through flexible groupings, to allow pupils to work with their peers  |  |  |
| Opportunities to work in a quiet area if required  |  |  |
| Clearly labelled resources |  |  |
| Attempts are made to minimise distraction/maximise concentration |  |  |

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| **Texts and resources available in the classroom** | **Consistently in place**  | **Area for development**  |
| Reading level of text checked – appropriate to pupils skills |  |  |
| Interest level of text checked |  |  |
| Font is clearly distinguishable, e.g. Sassoon, Comic Sans including displays. Size 14 |  |  |
| Photocopies are clean and clear |  |  |
| Frequent subheadings, shown in bold |  |  |
| Diagrams and illustrations are clear, relevant and relate to the text |  |  |
| Task management boards / planning templates as required  |  |  |
| Children have opportunities for alternative methods for recording and reporting e.g. dictaphones, voice recorders |  |  |
| Access to whiteboards / magnetic letters and boards |  |  |
| Spelling aids – word / phonic mats, dictionaries, spelling log, spell checkers, alphabet arcs |  |  |
| Opportunities to access ICT equipment for recording e.g. word processing programmes (e.g. Clicker 6), spell checkers. |  |  |

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| **Effective teaching and learning strategies**  | **Consistently in place**  | **Area for development**  |
| Teachers know and utilise a pupil’s strengths e.g. visual, auditory or kinaesthetic learning opportunities  |  |  |
| Pupils are praised and reassured for their work |  |  |
| Children reading and spelling aloud in front of class is voluntary  |  |  |
| Effective reward system in place for the benefit of all pupils |  |  |
| There is a positive supportive environment for all pupils. Learning tasks consider and address emotional needs of pupils. |  |  |
| Instructions and statements are clear and without ambiguity  |  |  |
| Explanations are repeated in different ways as required |  |  |
| **Texts and resources available in the classroom** | **Consistently in place**  | **Area for development**  |
| Timescale of a task is clearly stated, supportively with extra time allowed if necessary (ensuring this does not eliminate time for enjoyed activities e.g. break, lunch time)  |  |  |
| Pre- and post-tutoring of relevant subject specific/ text specific vocabulary |  |  |
| Subject specific words are linked to clear concepts |  |  |
| Hand-outs and assistive technology are available to reduce the need to copy from the board |  |  |
| Information and teaching points are shared, using bullet points and lists |  |  |
| Colour is used as an identifier: colour coding, highlighting and colour blocks for focus |  |  |
| New concepts are linked to previous techniques |  |  |
| Assessment/marking criteria are clearly stated, including those for alternative formats |  |  |
| Pupils are able to use diagrams and illustrations, bullet points and numbered lists to present their knowledge and understanding |  |  |
| Children are asked how best they learn and this informs teaching |  |  |
| Pupils are positively encouraged to ask questions |  |  |