Appendix 1 *Biggin Hill Primary School Observation* Checklist for Quality First Teaching

Inclusive teaching strategy	Specific Vulnerable group	Notes
Have you identified appropriate and differentiated learning objectives for **all** learners?	Able Learning needs	
Is there use of interactive strategies, e.g. pupils having cards to hold up or their own whiteboards?	Attention needs Dyslexic	
Is there use of visual and tangible aids, e.g. real objects, signs or symbols, photographs, computer animations?	ASD, Dyslexic language delay EAL	
Does the teacher find ways of making abstract concepts concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources?	ASD, language delay EAL Learning	
Does the teacher use simplified and extended tasks, e.g. short, concrete text used by one group and long, abstract text by another?	Able Learning Language delay	
Over time, do you use a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills?	Low self esteem, SEN, EAL	
Is new or difficult vocabulary clarified, written up, displayed, and returned to?	ASD, language delay, EAL	
Are questions pitched so as to challenge pupils at **all** levels?	Able, learning, Language needs	
Do you give time and support before responses are required, e.g. personal thinking time, partner talk?	Dyslexic, EAL, learning needs	
Are LSAs **clear** about what the individual or group is to learn?	All	
Do you work directly with **underachieving** groups as well as with more-able groups?	All	
Are tasks **modelled** then related to **success criteria**	All	
Are different resources accessible on table top/working walls: word lists, dictionaries of terms, glossaries, visual prompts, scaffolds?	Dyslexic, ASD, learning,	
Is scaffolding used (e.g. problem-solving grids, talk and writing frames, clue cards) to support learners?	Learning , EAL, ASD	
Have you made arrangements (buddying, adult support, taping) to ensure that all children **can access written text or instructions?**	learning, EAL,	
Have you planned alternatives recording methods where appropriate for some pupils?	learning, EAL, physical, specific learning	

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