

Teaching and Learning Checklist

|  | Check: |
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| Activity waiting in classroom ready for smooth lesson start |  |
| Pupils have been told (and are reminded) about routines |  |
| Register/start of lesson routine |  |
| Lesson planned with current behavioural challenge in mind |  |
| Teacher talk kept to a minimum |  |
| 5,3,1 or other strategy for assessing pupil understanding of task, before starting it |  |
| Success criteria, task expectations and timings given |  |
| Regular checks of pupil’s progress with task are made  (eg using ‘Random Pupil Picker’.) |  |
| Peer-work forms at least part of lesson |  |
| Seating plan in place |  |
| Seating structures eg numbered and/or coloured seating positions |  |
| Planned procedures for:  Missing equipment ☐, toilet/drink request ☐, lateness ☐,  no planner ☐, no homework ☐, when students need help ☐, when students need extra tasks ☐ |  |
| End of lesson routine |  |
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Behaviour Checklist

|  | Check: |
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| Clear behavioural expectations |  |
| Use of specific language for classroom routines |  |
| Use of class-wide rewards |  |
| Behavioural narration – “Thanks for ... “ |  |
| 100% attention for first 2 to 5 mins of lessons |  |
| Unemotional when dealing with behaviour |  |
| No wasted words |  |
| Use of hierarchy of consequences  (and contacting home when necessary) |  |
| Inserting name/pause |  |
| Proximity praise |  |
| Reminding about rules instead of investigating |  |
| Giving warnings and repeating the instruction |  |
| Being consistent (whilst checking for reasonableness) |  |
| Contacting home with good news |  |
| Awareness of successes |  |