Inclusive Teaching Observation Checklist: Primary

School_____Year Group_____

Class_____Number of additional adults_____

SEN Pupils:
PPG Pupils:
Any other factors e.g. EAL

Inclusive teaching strategies (tick if observed and indicate if n/a to the lesson)	Comment
Whole class teaching	
Access to teaching and resources planned, for visibility, lack of background noise, ease of handling ☐	
Classroom clear of obstacles and seating planned ☐	
All students clear about the structure and objectives of the lesson ☐	
Teacher checks for understanding of vocabulary and instructions ☐	
Strategies in place for pupils who need support to remember the task or instructions ☐	
Questions pitched to challenge pupils at all levels ☐	
Questions used to ensure pupils are listening ☐	
Time is given (thinking time, partner time etc.) to allow for response ☐	
pupils given time and opportunity to help one another ☐	
Buddying used for seating for paired, partner and group work ☐	
Interactive aids used if necessary ☐	

STUDENT PROGRESS

RESOURCES

Inclusive Teaching Observation Checklist: Primary

Visual, auditory and tangible aids used	☐	
Evidence of pupils who need it being given pre-tutoring or follow up support	☐	
Plenary ensures that learning outcomes achieved by all or suggests ways forward for reinforcement/ extension activities	☐	
Group and Independent Work		
Transition from class to independent work clearly signaled and actively managed	☐	
Tasks clearly explained or modelled, checking for understanding	☐	
A variety of materials and resources available and accessible for all pupils	☐	
A distraction free area has been set up for pupils who need it	☐	
Pupils have been taught strategies to enable them to continue when they are stuck	☐	
Tasks linked to earlier or later learning	☐	
Tasks simplified or extended for pupils or groups of pupils	☐	
Tasks made more open or closed according to pupils' needs	☐	
Alternatives to pencil and paper tasks	☐	
Help given to pupils who need support or resources to access text	☐	
Scaffolding to assist task e.g. writing frame	☐	

Inclusive Teaching Observation Checklist: Primary

Variety of groupings so that pupils use one another's skills	☐	
Appropriate behaviour noticed, praised, rewarded	☐	
Effective use of ICT as an access strategy	☐	
Marking or assessment is used effectively during the lesson to progress learning	☐	
Pupils are helped to stay on task	☐	
Pupils can explain their work to others	☐	

The Role of Additional Adults: whole class		
Enables access to teaching and resources by helping, explaining, simplifying, signing or scribing	☐	
Sits close to pupils and helps them focus reminding of instructions etc.	☐	
Helps pupils prepare an answer to a question the teacher has asked	☐	
Provides resources to help students understand	☐	
Provides appropriate praise and encouragement	☐	
Supports pupils with behaviour difficulties	☐	
Observes pupils for assessment purposes	☐	
Monitors progress of individuals on behaviour or learning targets	☐	

STUDENT PROGRESS

RESOURCES

INCLUSION EXPERT

Meeting your inclusion needs

Inclusive Teaching Observation Checklist: Primary

The Role of Additional Adults: group and individual work		
Goes over the task and explains further	☐	
Ensures access by scribing, signing, using ICT or other resources	☐	
Supports teacher-planned differentiated tasks	☐	
Carries out guided reading, writing or talk	☐	
Works on a structured programme	☐	
Coaches behaviour	☐	
Supervises the class while teacher works with a group	☐	
Shares the same approach to behaviour and learning as the teacher	☐	

What went well?	
What improvements could be made?	
Suggestions to improve the inclusive elements of teaching and learning	
Signature (Adviser):	
Signature (Teacher):	
Date:	

STUDENT PROGRESS

RESOURCES

ie INCLUSION EXPERT