



Learning Environment

Is the classroom both safe and stimulating?

Is the classroom tidy and well-organised?

Does the classroom consider and accommodate diverse student needs, such as providing wheelchair-accessible spaces?

Do students have access to resources that foster independence, as appropriate?

Does the classroom support and provide for specific learning needs, such as having workstations available if needed?

Does the environment promote a total communication approach through diverse modes, including verbal, nonverbal, visuals, and AAC?

Are high-quality displays in place to both support learning by visually reinforcing concepts and reflect on students' progress and achievements?

Are students' Personalised Learning Goals (PLGs) visibly displayed and actively monitored?

Are age-appropriate provisions made for essential developmental stages, such as Early Years Foundation Stage (EYFS) and Post 16?

Is the curriculum offer clearly displayed, showcasing its intent, implementation, and impact on meeting the diverse needs of student in the class?



Planning

Is there evidence of clear learning sequence in short, medium and long term planning?

Is the planned learning ambitious for all students, providing appropriate challenge?

Are teaching assistant roles clearly planned, shared, maximized, and do they feel confident in their roles within the lesson?

Is planning effectively differentiated for all learners, utilising WALT and WILF appropriately?

Does planning account for the diverse needs of students and demonstrate how they are addressed?

Does planning incorporate rich knowledge, skills, cultural capital, and align with our school values?

Are cross-curricular links effectively demonstrated in planning, particularly between English, Maths, and PSHCE?

Is there an emphasis on students mastering key concepts and applying their knowledge and skills to various contexts?

Do staff effectively communicate the learning intentions of each activity and its alignment with the planned curriculum?

Does all short, medium and long-term planning align with the SPT PARRCS policy?



Interaction

Do all staff demonstrate genuine interest in what students are saying and doing?

Do interactions between staff and students remain age-appropriate, meaningful, and relevant to the subject being taught?

Do interactions support all learners in discovering their individual interests and talents?

Do all staff model appropriate interactions between students, acting as positive role models?

Do staff engage with students meaningfully and appropriately, exemplified by actions like making eye contact, moving closer, and active listening?

Do interactions support character development, fostering resilience, confidence, and independence among students?

Do interactions with students consider those with specific needs, such as those with ASC, being mindful of their unique requirements?

Do interactions between staff contribute to fostering a positive learning environment?

Do staff actively promote Skills Builder qualities through appropriate interactions?

Are adults effectively utilising positive approaches to behaviour management and de-escalation through their interactions?



Behaviour & Communication

Are AAC methods and positive behaviour language integrated into the environment to support a total communication approach?

Is the planning and learning environment advancing language and communication development?

Are high expectations set for all learners, aligned with school values and British values?

Are behaviour expectations clearly set with established and enforced routines?

Are behaviour strategies and interventions meaningful and clear for individuals?

Are wellbeing profiles, risk assessments and SERPs in place for all learners needing extra support?

Is challenging behaviour effectively managed with an understanding that all behaviour is a form of communication?

Do all staff serve as positive role models for student behaviour?

Do students exhibit commitment to learning, pride in achievements, and building resilience?

Is behaviour tracking and monitoring efficient and purposeful, with regular debriefs happening as needed?



Assessment

Do assessment opportunities appear planned, evident in both planning documents, student work, and reflected in class data?

Are WALTs and WILFs effectively implemented and assessed for impact on student understanding and task differentiation?

Do adults systematically and effectively check understanding, using methods tailored to both learner and task?

Are student misconceptions promptly and accurately identified, and addressed accordingly?

Do staff understand and articulate the progress of individual students within sessions and across the learning sequence?

Is marking and feedback provided for all learners, tailored to their ability and understanding, and incorporating various AFL techniques like verbal feedback, peer, and self-assessment?

Are next steps for skill development clearly communicated to students, allowing them opportunities to address them effectively?

Are there clear examples of formative and summative AFL tailored specifically to meet the needs of all students?

Is regular and constructive feedback used alongside praise, including specific comments on improvement and acknowledgment of achievements?

Is praise consistently integrated into all learning opportunities by all staff, fostering a culture of encouragement and positivity?



Management & Leadership

Is energy and enthusiasm clearly demonstrated by all staff members, contributing to a positive culture of respect?

Are lessons well-prepared and resourced, supported by effective time management?

Is there a culture of confidence to challenge, with a focus on professional development, recognising and filling skill gaps, and seizing developmental opportunities?

Is there evidence of strong leadership and teamwork among the class team, evident in all tasks?

Are teachers confident in challenging issues when student engagement or response to staff support during learning activities is not satisfactory?

Does the teacher respond effectively to the individual wellbeing needs of both students and staff?

Are staff adept at promoting student independence while supporting their needs, presuming competence?

Do staff effectively implement planning to lead and develop learning, managing changes as necessary?

Are class routines well-established, understood by all staff, and supportive of students' progress?

Is there effective management and deployment of teaching assistants?



Teacher Development

Do teachers integrate evidence-based strategies and approaches into their pedagogy to meet the diverse needs of all students?

Do teachers adapt the curriculum to ensure access to a broad and balanced curriculum for all students?

Do teachers explore and employ new strategies to engage and motivate all students in their learning, fostering a positive and inclusive classroom culture?

Do teachers engage in ambitious and highly effective CPD opportunities focused on enhancing their pedagogical skills for teaching all students?

Do teachers reflect on their teaching strategies and interventions to inform future practice for all students?

Do teachers collaborate with colleagues, specialists, and external networks to support all students effectively and continually develop their expertise?

Do teachers adopt a holistic approach to supporting all students, considering their social, emotional, and developmental needs alongside academic progress?

Do teachers integrate adaptive technology and upskill themselves with technology to enhance access and learning opportunities for all students?

Do teachers promote cognitive and metacognitive strategies among all students to support their academic progress and independence?

Do teachers foster self-regulated learning skills among all students, enabling them to take ownership of their learning and progress?



Wellbeing & Welfare

Do staff prioritise and address the wellbeing and needs of students, ensuring a supportive and inclusive classroom environment?

Do staff cater to the sensory needs of students, providing appropriate accommodations and supports to enhance their learning experience in the classroom?

Do staff explicitly support and encourage students to ask for help when needed, fostering a culture of reflection and growth within the classroom?

Do staff provide clear guidance to students on when and how to seek support from the staff or other resources within the school, empowering them to access the help they need?

Do staff promote collaborative approaches with external professionals to supporting student wellbeing within the classroom?

Do staff actively encourage and support students to voice their opinions, concerns, and suggestions regarding their wellbeing and learning experiences in the classroom?

Do staff equip students with effective communication skills to express their learning and needs appropriately?

Do staff create a safe and secure environment for all students in the classroom, fostering a sense of belonging and trust among students?

Do staff promote respect and celebration of the differences among students, fostering tolerance, acceptance, and appreciation for diversity within the classroom?

Do staff emphasise personal development in the curriculum to prepare students for adulthood and beyond?

Teaching & Learning Audit Schedule

Learning Environment	Learning Walk	Spring 2
Planning	Medium Term Planning Review	Spring 1
Interaction	Lesson Observations	Summer 2
Behaviour & Communication		
Assessment	Extended SLT Book Look	Spring 2
Management & Leadership	Teacher Self-Assessment	Summer 2
Teacher Development		
Wellbeing & Welfare	Whole Staff Questionnaire	Summer 1