

# SEND: Quality First Teaching Audit

<b>Date:</b>	<b>Class/Group:</b>	<b>Observer:</b>
<b>Lesson:</b>	<b>Lesson Objective(s):</b>	
<b>Audit Area</b>	<b>Comments</b>	<b>Action Points</b>
Lesson plan shows a range of differentiation, using a variety of means.		
Lesson structure is clear with learning objectives/success criteria communicated orally and visually.		
Classroom environment is organised/labelled with symbols. Sensory needs are accounted for.		
Teaching assistants are well deployed to ensure appropriate support and to maximise learning.		
Rules for good listening, turn-taking, sitting, etc. are displayed clearly and are regularly reinforced.		

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Language used is positive and reinforces appropriate expectations for learning, e.g. five positive comments for one negative comment.		
Praise and reward are regular and specific. Names are used to individualise praise.		
Modelling and demonstrating is used throughout the lesson with WAGOLLS to support learning.		
Instructions are clear, chunked and supported by visual means.		
Understanding is regularly checked and instructions reinforced. Pupils verbalise what they have been asked to do.		
Learning styles are catered for throughout the lesson.		
Learning activities are multisensory and groupings are varied, with opportunities for interaction in pairs, in mixed groups and with adults.		
Feedback is constructive and instant and ways to improve are modelled and shared for future learning.		