

Quality First Teaching Checklist to Support Pupils Learning EAL

Date:	Class/Group:	Observer:
Lesson:	Lesson Objective(s):	

Checklist Area	Comments	Action Points
Established routines are in place.		
Lesson structure is clear with learning objectives/success criteria communicated verbally and visually.		
Instructions are clear, graded and supported by visual and/or non-verbal cues.		
Clear modelling and explanations given throughout the lesson with WAGOLs and worked examples.		
Supporting resources are available for pupils to access independently.		
Useful prompts and resources are displayed around the room for pupils to make use of, e.g. working walls.		
Learning activities involve opportunities for talk, e.g. in pairs or groups.		
Additional adults are well-deployed throughout the lesson to ensure appropriate support and to maximise learning.		
Lesson plan shows a range of differentiation, using a variety of means.		
Understanding is regularly checked and instructions reinforced.		

Feedback is constructive and instant and ways to improve are modelled and shared for future learning.		
Expectations following the school's behaviour policy are displayed and reinforced visually and verbally.		
Language used is positive and reinforces appropriate expectations for behaviour and learning.		
Praise and reward are regular and specific. Names are used to individualise praise.		
The classroom climate is safe and pupils embrace mistakes.		
The learning environment values and celebrates diversity, e.g. a variety of languages are displayed, dual-language or multilingual resources are available.		