***Model Classrooms – Teacher Review and Reflection Form***

**Teacher: Class: Date:**

| **Area of Input/Expectations** | **Teacher Reflections** | **Evidence** |
| --- | --- | --- |
| This column summarises the strategies/resources that were introduced in training sessions, and sets out what teachers were asked to implement or try out in their classrooms. | Please reflect on your experience of using the strategies/resources discussed in training sessions, for example:   * What you have been able to do since the training/input was provided? * What difference has it made? * What was the most useful part of the training and support provided? * Were there any factors that made it difficult to use the resource/strategy in your classroom? * Is there any further support you think you need? | Please document any evidence that you might have around your use of the strategies/resources (e.g. photos, pupil feedback). |
| 1. *Visual Timetables*  * Set the timetable up at the front of the class. * Use the resources provided by school. * Ensure that the timetable is up-to-date, i.e. it reflects what is happening that day, is updated as the day proceeds. * Teachers/children to interact with it at the end/start of each activity (i.e. remove redundant picture cards, introduce next activity). |  |  |
| 1. *Active Listening/Asking for Help*  * Set up the posters at the front of the class. * Children to: * know what is on the posters * demonstrate target behaviours (e.g. asking for help in whole class activities). * Teacher provides regular feedback on children’s listening skills: * in all lessons/activities. * using the same language as the poster (e.g. ‘X is being an active listener because he listened to what Y said and then made a relevant comment’). |  |  |
| 1. *Skilled Speaking*  * Set up the posters at the front of the class * Children * know what is on the posters * demonstrate target behaviours (e.g. answering questions in full sentences) * Teacher: * provides specific opportunities for skilled speaking each day (e.g. children talking through the visual timetable) * provides regular feedback on children’s speaking skills in all lessons/activities * uses the same language as the poster (e.g. ‘X is being an skilled speaker because she spoke clearly enough for the whole room to hear’). |  |  |
| 1. *Classroom Displays*  * Use of ‘Display Checker’ form when developing a new display(s) i.e. tick yes/no and include comments and actions relating to each point on the form. * Reference to the display(s) during lessons. * Use of the monitoring and reflection tools to understand what impact the display had on children’s engagement and learning. |  |  |
| 1. *Classroom Layout*  * Set up a basic classroom layout with tables in groups of four where: * There is enough room for children to move. * Children with additional needs are in the right place. * Everyone can see the whiteboard. * Switch between the basic layout and the circle layout for specific activities (e.g. whole class discussions). |  |  |
| 1. *Labelling*  * Classroom labelled with teachers name and/or picture. * Specific areas in classroom are clearly labelled with visuals/pictures i.e. home corner, snack area etc. * Resources in each area are appropriately labelled with visuals/pictures. |  |  |
| ***Additional comments*** | | |