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

**Teacher: Class: Date:**

| **Area of Input/Expectations** | **Teacher Reflections** | **Evidence** |
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| 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).
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| 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’).
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| 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’).
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| 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.
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| 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).
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| 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.
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| ***Additional comments***  |