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Communication and language

- How does the school demonstrate that children's communication and language development is high priority?
- How might this be similar for older pupils at the early stages of developing their communication and language?
- Are adults proactive about identifying and supporting children on the fringes of activities?
- How effectively do adults build children's vocabulary and language structures?
- How effectively do adults help children to use the new vocabulary and language structures that have been introduced?
- How does the school deliberately help those who don't communicate as well?
- Are less chatty pupils spoken to more by adults?

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Early reading

- How does the school make sure that pupils who have not secured important foundational knowledge, such as word reading fluency, are getting enough chance to practise this?

- How does the school make sure that pupils have the knowledge that they need before undertaking a more complex task?

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Transcription

How does the school make sure that:

- pupils get plenty of opportunities to practise spelling and letter formation until they are fluent?
- older pupils who are not fluent with transcription get sufficient teaching and practice to catch up ?

*Ask to see the English books of those lower attaining pupils we listen to reading. This can provide a helpful starting point for evaluating how effectively the most vulnerable pupils are building their transcription fluency.

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Early maths

- How do routines and familiar songs keep knowledge fresh in children's minds?

- How is learning deliberately organised so that children can concentrate on the new material?

- What checks are in place to make sure that everyone understands?

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Assessment

- Do adults know what children know and can do and respond accordingly?

- How effectively do staff use assessments?

- Are identified pupils receiving targeted support? How effective is this?

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