

Checklist of good practice

What makes a good lesson/ Inclusive Learning strategies?

- Observers should be provided with a group profile (dyslexia requirements, mental health issues, specific disability, and protected characteristics)
- **Scheme of work** – showing clear identification of E&D considerations
- Lesson Plan – identifying opportunity to embed AND enhance E&D outcomes
- Learning environments to be accessible and safe.
- Adjustments are made to ensure that all learners are comfortable and are able to participate effectively.
- Ensure that teachers are aware not just of the physical but the emotional environment, checking whether anything has gone??? which is likely to impact on learning.
- Clear communication, consider learners with literacy, language, specific needs that require information in different formats before the lesson and arrive prepared.
- And a copy should be placed in the group profile???
- Allowing access for a diverse range of needs.
- Teachers need to be able to explore their subject area from a range of perspectives and not just a Eurocentric viewpoint. They may need to research and discuss this in advance of lessons.
- Bringing richness and diversity to the subject and exposing learners to difference.
- Good management of group activities, learners are mixed in group activities to ensure the experience, knowledge, skills, talents and diversity within the group is shared and explored.
- Wide range of materials and resources that consider and support diversity are used effectively to enhance content and learning.
- Appropriate use of learning technologies to promote and support learning.
- A sufficient range of learning activities? to meet the diverse needs of all learners.
- Pace of session is appropriate to meet the needs of the diverse range of learners: E.g Learners with Disabilities, English as a second language, and Specific Difficulties.
- Matching the subject content to the learners' need and level.
- Teachers should set ground rules around Respect, Promotion of Equality, tackling discrimination, fostering good relationships between diverse groups of learners. *Diversity and Inclusion - take this out?*
- Teachers should model good practice through the use of inclusive language, attitudes and terminology.
- Discriminatory behaviour and attitudes should always be challenged in the classroom, these opportunities should not be missed, this will increase learner understanding.
- Always challenge particular language, discriminatory terms.
- Where individual learners are known to be reluctant to actively participate in specific activities, e.g. Q&A, the observer would be looking for this to be

accommodated through the range of teaching strategies and learning activities.

- Learning progress is regularly checked and supported.
- Learners understand and are able to demonstrate how well they are progressing.
- What they need to improve on and what they need to do to improve.
- Encouraged through a variety of learning, e.g. internet, blogs.
- Learners develop skills and personal qualities well to extend their capacity for economic well-being.
- Learners have developed their social skills well and are enjoying extending their ability to communicate with a wide variety of individuals from diverse backgrounds, nationalities, national origins, ethnicity and cultures.
- Learners are aware of how to report bullying, harassment, discrimination, victimisation, inappropriate language and remarks and feel supported to do so.
- Learners also feel confident on their own behalf or on the behalf of peers.
- They feel confident in their tutor's ability to make the challenge on their behalf too.
- Clear statements showing how learning is differentiated to take into account specific needs and reflect diversity.