

Pupil Experience

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| Personnel: | Year Group(s): |
| School: | Date: |
| Focus Area | Desirable Elements | Observations |
| Experiences on arrival at and departure from school | * Punctual
* Positive meet and greet of pupil from practitioners
* Mechanisms for pupils to make their feelings known to other adults are available and there are opportunities for pupils to initiate further discussion if appropriate
* Rules and routines are clearly set and adhered to
* Positive meet and greet of parent/carer from practitioners
* Positive meet and greet from peers
* Conforming to school’s uniform policy
* Conforming to school’s homework policy
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| Experiences during unstructured times of the day | * Punctual to all sessions
* Conduct in corridors/ dining hall/school grounds is appropriate
* A variety of activities are made available and are resourced appropriately
* Each activity has clear guidelines and expectations set out
* Systems are in place to ensure that all pupils feel safe and have strategies to enjoy structured times of the day
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| Focus Area | Desirable Elements | Observations |
| Experiences of the social, learning and physical environment | * Mixes with peers and collaborates well in activities during lessons and in chosen activities during unstructured times
* Chooses to access materials and resources for learning activities appropriately
* Appropriate materials and resources for learning activities are available and accessible (including the use of additional adults)
* The physical layout of the learning environment has been considered for all pupils
* Personal and therapeutic needs have been planned and catered for (including consistent procedures eg using toilet facilities/taking time out)
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| Experiences of relationships with others | Interactions are positive between:* Teachers
* Other T & L practitioners
* Pupils
* Lunch time organisers
* Other school personnel
* Parents/carers
* School escorts
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| Experiences of teaching and learning | The pupil experiences:* A varied curriculum
* A variety of differentiated activities
* A variety of teaching styles
* A variety of inclusive teaching strategies
* A variety of learning styles
* Opportunities to work alone, in a small group, with an adult, with different adults and without an adult
* Opportunities to learn new skills, to revisit emergent skills and to generalise others
* Opportunities for self- directed activity
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