

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 |  |
| 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 |  |
| 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) |  |
| 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 |  |
| 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 |  |