

Behaviour for Learning: Classroom Environment Audit

Rating Scale: 1=Strongly disagree, 2=disagree, 3=Neutral, 4=Agree, 5=Strongly agree

Physical Factors	1	2	3	4	5
Lighting levels and temperature are conducive to learning					
Sound level in the classroom is suitable					
Sufficient space for movement with high traffic zones situated away from teaching space					
Furniture is arranged to best effect but pupil tables can be altered to match task demand					
Teaching position allows all areas to be scanned during teaching input					
Displays support learning and reflect pupil diversity					
Materials required for tasks are easily accessible					
Classroom management					
Teacher arrives at classroom before pupils and greets pupils upon arrival					
Established routines for entering/leaving the room and teacher determines the seating plan					
Prior liaison with support staff means that they are appropriately prepared for the lesson					
Support staff are clear about their role and remit in supporting learning in the classroom					
Materials are distributed and collected in a timely and orderly manner					
Teacher can gain attention of whole class and is prepared to wait until this is achieved					
Teacher ensures that pupils are quiet and remain seated and whilst instructions are given					
Oral instructions are clear and supported with visual resources e.g. visual timetable					
Strategies are used to change the pace or mood of the lesson as appropriate					
Curriculum					
Pupils are clear about the learning objectives					
Pupils understand what is being asked of them					
Teacher is aware of the individual learning needs of pupils					
Pupils have access to appropriately differentiated tasks which are achievable					
There is an appropriate balance between teacher input and pupil led activity					
There are opportunities for both independent and collaborative working with peers					
Sufficient time is given to complete tasks but extension activities are available					
Lessons has a clear structure with opportunities to review learning during the session					
Understanding of key concepts and task demand is reviewed throughout the lesson					
Sufficient time is given to ensure that pupils understand and have recorded homework tasks					
Relationships					
Teacher shows interest in each student as an individual					
Teaching staff demonstrate that they are knowledgeable about individual pupil needs					
Pupils are encouraged to be supportive of one another					
Teacher acts as a role model for positive behaviour e.g. 3:1 ratio of praise to criticism					
Teacher attempts to anticipate and deal with inappropriate behaviour					
Teacher manages interruptions effectively					
Pupils are told what is expected of them rather than what is not wanted					
Rewards and sanctions (whole school policy) are clearly understood by the pupils					
Rewards and sanctions are agreed and applied consistently by all adults					
Conversations around issues with individual pupil behaviour are done discretely without the use of shaming					
A range of strategies are used to manage pupil behaviour					
Positive feedback is given to those pupils displaying appropriate behaviour for learning					
Criticism is constructive					
Rules					
Rules are displayed and understood by pupils					
Rules reflect whole school policy and are consistently reinforced and applied					
Rules are positively phrased					