

Checklist for teaching, learning and assessment

Depending upon your job role, not all of the following will apply.

Identifying Needs

Do I...?

- Know who I will be teaching i.e. details of all learners and any specific requirements or needs they may have
- Know anything about the learners which might affect my teaching or their learning
- Need to carry out an initial and/or diagnostic assessment with learners
- Need to use a learning preference questionnaire with learners
- Need to agree an action plan or individual learning plan with learners
- Need to create a group profile
- Need to liaise with anyone else such as a learner's work placement supervisor
- Need to learn anything myself before I can teach the subject

Planning learning

Do I...?

- Feel confident and able to plan to teach my subject
- Know who can I get support from when I need it
- Need to obtain a copy of the programme of learning, qualification specification, work tasks, job specification or set of standards which will be taught and assessed
- Have an induction checklist of points to discuss with learners during the first session
- Need to consider the domain of learning, for example, psycho-motor, cognitive and/or affective (skills, knowledge, attitudes respectively) when deciding what to teach and how
- Plan to differentiate e.g. what *all*, *most* and *some* learners will achieve each session
- Need to create a scheme of work which shows a logical progression of learning
- Need to create a session plan with a logical beginning, middle and ending
- Need to create individual learning plans
- Need to create SMART objectives or tasks for learners to work towards
- Plan to embed English, maths and digital skills rather than teach them separately
- Know when and where I will be teaching, to how many learners and for how long
- Need to prepare the learning environment in a particular way
- Need to carry out any risk assessments or necessary equipment checks
- Need a clock or a watch to keep track of time
- Need to reserve or obtain any specialist equipment or resources

- Have the opportunity to use technology within the session for teaching, learning and assessment, or encourage learners to bring their own devices to use
- Need to know any organisational procedures such as accidents, appeals, health and safety, equality & diversity, safeguarding and Prevent Duty requirements
- Need to find out where facilities are such as refreshment areas, toilets, smoking areas, fire assembly points
- Need to send out any pre-programme information and/or inform reception staff where to direct learners
- Need to arrange refreshments, transport or parking in advance and/or inform anyone else about it
- Need to devise suitable learning, assessment activities and resources, and get these photocopied or uploaded to an online site for electronic access
- Need to check spelling, grammar and punctuation of visual presentations, worksheets and handouts
- Have a contingency plan in case anything goes wrong
- Have extra activities if learners and/or the session finishes earlier than planned

Facilitating learning

Can I...?

- Ensure the environment is suitable e.g. heating, lighting, ventilation, seating arrangements and access
- Arrive early to set up and check equipment and/or obtain resources
- Lead by example to give a professional impression
- Complete any necessary administrative duties e.g. the register/record of attendance
- Introduce the session aim and objectives (or tasks)
- Recap the previous session (if applicable)
- Use an icebreaker, energiser or starter activity
- Negotiate and reinforce ground rules
- State the times of breaks and how long they will be
- Check the prior skills, knowledge and understanding of learners regarding the current topic
- Use a variety of teaching and learning approaches, activities and resources to include, involve and differentiate for all learners, taking into account equality and diversity
- Link topics to the session aim as well as to practical situations (i.e. theory to practice)
- Keep the topics logical and progressive
- Link and recap key points regularly
- Keep learners interested and suitably stretched, challenged and motivated

- Be passionate and enthusiastic about my subject
- Manage behaviour and disruption as it occurs
- Manage situations which might impact upon learning such as external noise
- Take any additional learners' needs into consideration and support learners as necessary
- Remember to use learners' names
- Integrate appropriate use of information technologies
- Make formative assessment interesting and fun
- Provide ongoing constructive and developmental feedback
- Ask open questions (ones beginning with *who*, *what*, *when*, *where*, *why* and *how*)
- Use an extension activity for learners who finish tasks earlier than others, or need stretching and challenging further
- Allow time for learners' questions
- Summarise the session and recap the aim and objectives (or tasks)
- Link to the next session (if applicable)
- Use a closing activity
- Leave the venue tidy
- Maintain all relevant records
- Liaise with others involved with the learner, e.g. in the workplace

Assessing learning

Can I...?

- Devise formative assessment activities relevant to the topics
- Obtain summative assessment activities from the awarding organisation (if applicable) or devise my own
- Ensure the validity and reliability of all assessment activities and decisions
- Assess learners on an individual basis, or attribute individual learning from group activities
- Differentiate assessment activities to meet any particular learner needs (when allowed)
- Provide feedback to learners on an individual basis in a constructive manner
- Liaise with others involved in the assessment process (if required)
- Review learner progress e.g. by using tutorial reviews and discussions
- Keep records of individual progress, achievement and feedback given
- Track progress of all assessment grades and dates of achievement for each learner

Evaluating learning

Did I...?

- Deliver a beginning, middle and end to the session
- Follow the timings on the session plan, if not, what would I change and why
- Use a structured and logical approach
- Establish and maintain a rapport, putting learners at ease
- Engage and motivate learners
- Project energy, enthusiasm and passion for the subject
- Remain in control and deal with any difficult or unexpected situations appropriately
- Appear confident and professional with a positive and helpful attitude
- Speak clearly and confidently
- Dress and act appropriately
- Use eye contact with all learners at some point
- Fidget or fiddle with anything, if so, how can I prevent this
- Listen actively
- Answer questions or agree to find answers if I couldn't
- Recap key points regularly
- Use appropriate body language and non-verbal communication
- Limit the use of jargon or acronyms
- Use a variety of teaching, learning and assessment approaches and activities
- Differentiate for different learners' abilities, needs and levels
- Achieve the planned aim, enabling the learners to achieve their objectives (or tasks)
- Follow all regulations and codes of practice
- Enable learners to provide feedback regarding the session
- Enjoy the session, if not, why not
- Reflect on the session content, along with the teaching, learning and assessment process to make improvements for the future
- Ensure my subject knowledge is up to date, along with that of relevant legislation, policies and procedures