**Enabling Attention and Listening Skills – Audit Tool**

***How to use:***

* *First* ***read the ‘Strategies to Support Attention and Listening’ Information Sheet.***
* ***Use this audit tool to self-reflect****: After a lesson input complete this audit and reflect on how many of these strategies you used.*
* ***Peer observation:*** *Ask a colleague to observe a lesson input, auditing which strategies were used and which strategies could be developed.*
* ***I CAN Progression Tools screening:*** *These strategies should support children who were identified as needing targeted support in the area of ‘Understanding Spoken Language,’ particularly during the in class observation. These children will be re-observed after one term to monitor progress.* ***If you are using Attention and Listening strategies to support these pupils, aim to self or peer audit at least 3 x per term.***

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| **Attention and Listening Strategy** | **In Use** | **To develop** | **Comments** |
| Children’s physiological needs have been met. |  |  |  |
| The environment is conducive to listening and maintaining attention.\* |  |  |  |
| The lesson content matches all children’s level of understanding / ability. |  |  |  |
| The language used matches children’s level of understanding. |  |  |  |
| Children are enabled and encouraged to meet self-care needs before the lesson input. |  |  |  |
| A sand timer / visual timer is used to show how long children will need to listen for. |  |  |  |
| **Attention and Listening Strategy** | **In Use** | **To develop** | **Comments** |
| Active listening skills are pre-taught before each lesson input. |  |  |  |
| A visual schedule is used for the lesson input, with activities crossed off as they are complete. |  |  |  |
| The lesson input is less than 15 minutes long or is ‘chunked’ and mixed with active activities or movement breaks. |  |  |  |
| Active Listening Skills are explicitly praised. |  |  |  |
| Visuals / modelling are used to support understanding. |  |  |  |
| The mode of questioning learners has been considered. |  |  |  |
| Children are given at least 8 seconds processing time (Wait for 8) before being selected / expected to respond to questions. |  |  |  |
| Educators use minimal language, sticking to the most important information.  |  |  |  |
| Educators cue when an instruction is about to be given. |  |  |  |

**Targeted / Specialist Strategies:**

***These strategies will typically have been discussed with the SENDCO or outlined as part of a child’s individual provision.***

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| **Attention and Listening Strategy** | **In Use** | **To develop** | **Comments** |
| Children have any specialist equipment they may need to support them to listen and maintain attention. |  |  |  |
| Reasonable adjustments have been made to expectations around what ‘Active Listening’ looks like for individuals e.g. Moving around whilst listening. |  |  |  |
| Resources and equipment that support individuals to maintain attention (such as fidget items, different seating equipment) are available. |  |  |  |
| Seating positions have been considered, e.g. Proximity to the whiteboard. |  |  |  |
| Activities to prepare children to be more ‘Ready to learn’ (such as Sensory Circuits) are in place where appropriate. |  |  |  |