**Skills Coach Review of Practice**

**Valuing Performance**

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| **SC:** | **Reviewer:** | **Programme title**  |
| **Level:** | **EHCP Y/N** | **Total number of learners:** |
| **Date:** | **Time:** start and finish | **Setting:** |
| **Number of learners (14-18yrs):**  | **Number of learners (19yrs plus):**  |
| **Context:** include here details of individual(s) being supported**Type of support**: 1:1/whole class/specific learners **Reason for support**: Behaviour/literacy/LDD/ (more than one)  |
| **Summary of practice seen:**Please include comments about the session you reviewed practice in and how the SC was supporting learning (narrative)  |
| **Celebration of good practice:** (strengths/praise) |
| **Suggestions for improvement to practice** (reflection/suggestion) |
| **Recommended CPD** (include list of suggested areas) |
| **Verbal feedback given: Yes/No** |

The areas below are key elements of good practice for SC, please indicate which were seen within your review

|  |  |
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| **Fostering Independence** |  |
| You encourage the learners to think for themselves using questioning and prompting |  |
| You use questions rather than instructions |  |
| You use tutor modelling strategies to assist the learner |  |
| You avoid being just an instructor or task completer |  |
| You use appropriate and relevant language, which you explain as required |  |
| You regularly check understanding |  |
| You use positive language, encouragement and specific praise |  |
| **Session Presence** |  |
| You remained focused in the classroom and avoided personal activities while providing support |  |
| Having learning support does not segregate or separate the learner from their peers |  |
| You use effective and appropriate voice tone |  |
| You motivate the learner |  |
| You work unsupervised without direction from the tutor when appropriate |  |
| You promote positive learning behaviours without posing a disruption to the general learning or delivery of the session |  |
| **Encourages independent work** |  |
| You use scaffolding / supporting to facilitate learning |  |
| You suggest the use of IT where appropriate |  |
| You use a written task plan to support the learner with their working memory |  |
| You use resources / support to scaffold |  |
| **Meeting Needs** |  |
| You make adjustments to the learning or session in order to support progress |  |
| You provide / adapt appropriate resources |  |
| You provide feedback to the tutor regarding learning capability |  |
| Your liaison with tutor is continuous and enhances learning |  |
| You ensure that you have an appropriate level of subject knowledge |  |
| You demonstrate empathy to the learner and are sympathetic to needs |  |
| You are professionally discrete |  |
| **Readiness for Support** |  |
| You have gathered / prepared appropriate resources in advance – you do not expect others to do this for you |  |
| You clearly demonstrate understanding of your role |  |

On completion, please send to HAQuality@hants.gov.uk who will check and process before sending to programme or curriculum manager