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Description automatically generated with medium confidenceCoaching Checklist

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| --- | --- | --- | --- | --- |
| # | Subject | Item | Reason | Yes / No / N/A |
|  | Lesson preparation | Staff have loaded the correct video lesson in preparation | To maximise student learning time |  |
| Staff have distributed the books and opened them to the right page in preparation (or done so by the end of the video lesson intro song) | To maximise student learning time |  |
| Staff ensures that students have sharpened pencils before the lessons begins | To maximise student learning time |  |
|  | Sound Flashcards and Sound Displays | If students filter into the classroom (e.g. on return from a break), staff seize the spare time by using the Flashcards or Sound Displays | To revise sounds/vocabulary and make an informal assessment |  |
|  | Student readiness | Staff set high expectations of student behaviour | To establish a good learning environment |  |
| Students are sitting correctly and disruptive behaviour is addressed appropriately | To establish a good learning environment |  |
| Staff display enthusiasm and get the children excited to start a new video lesson | To foster a love of learning and increase engagement |  |
| No time has been wasted before starting the video lesson (e.g. children waiting while staff find/load the correct video lesson) | Ensuring maximum student learning time |  |
|  | Revision | **\*\*Applicable only for Set 2 and 3\*\***  During the revision section of the video, staff are monitoring students for mispronunciation or forgotten vocabulary. Staff either pause the video to correct mistakes, or write a note of which students struggled with which sounds | To identify forgotten sounds for immediate correction or later revision |  |
|  | Introducing the sound | When the *sound* is introduced, staff are checking/detecting for student mispronunciation. If students are unfamiliar with the sound, staff pause the lesson to quickly check and correct students’ pronunciation | To guarantee correct pronunciation |  |
|  | Introducing the letter | When the *letter* is introduced in the video, students are pointing to the sound and saying it out loud when it is revealed; if not, staff are prompting/encouraging the children to do so | To guarantee engagement |  |
|  | Handwriting | When students are shown how to *handwrite* the letter, staff are checking and correcting students who are forming the letter incorrectly. If required, the video is paused to reinforce the correct handwriting | To guarantee correct letter formation |  |
| When the students are handwriting the letters in their books, staff are circulating the room to check/correct letter formation | To guarantee correct letter formation |  |
| Staff are reinforcing positive behaviour when students handwrite the letter correctly (e.g. by drawing a smiley face on their page) | To foster a love of learning and increase engagement |  |
| Students who finish handwriting early are given a constructive task (e.g. continuing to practice on a blank piece of paper) while waiting for the other students | To increase engagement and practice time |  |
| # | Subject | Item | Reason | Yes / No / N/A |
|  | Vocabulary | Staff model the vocabulary “action” | To increase engagement |  |
| **\*\*Applicable mostly for Set 2 and 3\*\***  When the vocabulary words are segmented (e.g. “p” + “ay” = “pay”), staff are checking/correcting student’s segmentation. Staff pause the video to reinforce segmentation as needed | To ensure children make the connection between sounds and words |  |
| When students are handwriting the vocabulary words, staff are circulating to reinforce segmentation, checking/correcting letter formation, and reinforcing correct work/behaviour (e.g. by drawing a smiley face on their work) | To guarantee high student output |  |
|  | Sentence making | During sentence making, staff are mirroring the actions | To increase engagement |  |
|  | Grammar | Ideally, after sentence making, staff pause the video to introduce grammar (e.g. forming an overhead point 1,475 Hands Forming Triangle Stock Photos, Pictures & Royalty-Free Images -  iStock to signal a capital letter, and a forward punch as a full stop) | To further students’ learning |  |
|  | Behaviour management | Throughout, staff addressed behaviour issues when they occurred | To remove obstacles to learning |  |
| Throughout, staff encouraged students to focus if/when they were distracted | To guarantee students’ learning |  |
|  | Sound Flashcards | Staff paused the video at relevant moments and used the flashcards appropriately | To revise sounds, to enhance learning or improve engagement |  |
| Staff had pre-prepared the flashcard deck correctly, so only previously-taught sounds were used | To prevent confusion (in using untaught sounds) |  |
|  | Sound Displays | The relevant Sound Display sheets are placed in an appropriate, visible location in the classroom | So the sheets can be easily used for revision |  |
| The relevant Sound Display is added to the wall at the end of the lesson. Staff frame it as an exciting reward or achievement | To increase engagement and encourage motivation to “collect” the rest of the sounds |  |
|  | Progress Tracker | Staff have, historically, assessed students on the required dates, as decided by school leadership [This may not be applicable] | To track progress effectively |  |
| Staff are able, when asked, to use the graphs identify student outliers | To target students for intervention/additional attention |  |
| Staff are able to explain the additional support they have offered to students who are progressing at a slower rate than the class average | To ensure students aren’t left behind |  |
| Staff are able to filter the excel data effectively (i.e. applying filters to the date and letter columns) | To understand the most appropriate sounds for revision |  |
| Staff are able, when asked, to explain when/how they have used the progress tracker to target learning (e.g. revising specific sounds in class) | To ensure children are meeting literacy standards |  |