**ITAP template 2 (primary): Observation prompts for BSTs**

All observations will focus on the actions and pedagogical choices teachers make to shape transitions to create a positive, supportive, inclusive and predictable environment for learning.

***Observation A***

BSTs will observe a transition from home to school.

***Observation B***

BSTs will observe a transition between the classroom and the playground / outside learning environment or another room between the school site, such as, another classroom or the school hall.

***Observation C***

BSTs will observe transitions made within a lesson (KS1/KS2).

***Prompts:***

How are expectations made clear?

Which expectations seem to be understood by all without being stated?

Are there any actions or expectations particular to transitions between home and school?

Which potentially undesirable behaviours are anticipated and how is the learning environment shaped so that more desirable behaviours might be more likely to occur?

How are desirable behaviours recognised and praised and what appears to be the outcome of such praise?

Which actions are taken to signal forthcoming transitions between different phases of lessons to children in advance? Are any adaptations made to support particular children?

How else are transitions between different phases of lessons structured so that there is good use of lesson time?

In more behaviourist phases of lessons what pedagogical choices are made to ensure all children are included and can make progress in their learning?

In more constructivist phases of lessons what pedagogical choices are made to ensure all children are included and can make progress in their learning?

Are any specific scaffolds used to support the focus and rigour of classroom dialogue? If so, how are they used?

What is the role of the teacher when children are talking to each other and constructing their knowledge in groups?