

Assessment – Observation

Classroom

Where does the learner sit? What is the distance from the board/teacher?

How close does the learner move towards their jotters or textbook? What is the impact on their posture?

What impact does lighting have? Are there issues with glare?

What level of magnification does the learner use?

Can the learner copy? From what distance?

Are worksheets laminated? Gloss or matt?

What font size does the learner use?

Can the learner navigate the classroom safely and find items?

Are resources cluttered or are they clearly labelled?

Can the learner see the lines/squares in their jotter? Can they write on the line and in the square?

Can the learner read back their own writing?

Can the learner finish the task in the time given or do they need more time due to **vision**?

Does the learner join in with group activities? Do they know who is in the group?

Does the learner ask for help?

Is there good contrast on their ruler/protractor/calculator?

Does the learner see/understand visual cues from the teacher?

Can the learner tell you what is on the wall display and from what distance?

Playground

Does the learner bump into things?

Does the learner fall over?

Does the learner follow friends?

How does the learner move: freely or cautiously?

Is glare a problem? Does the learner need or use a hat/sunglasses?

Does the level of light impact what they do?

Does the learner notice surface changes? How do they cross boundaries?

Does the learner use/find playground equipment? At what distance can they find it?

Can the learner orientate themselves to the classroom door etc?

How does the learner negotiate steps?

Does the learner join in fast moving games?

Can the learner find friends in the playground?

Can the learner find the bin and from what distance can they put their rubbish in?

PE

Can the learner see the demonstration and from what distance?

Can the learner see/follow the ball/shuttlecock?

Can the learner join in?

Does the learner use the whole floor area?

Does the learner stay close to the wall?

Is light/glare a problem?

Can the learner see floor markings?

Does the learner choose a particular colour of equipment?

Is there good contrast between the equipment and the floor?

Can the learner see the different colour of bibs?

How well does the learner see the speed of moving objects?

How independently can the learner change in and out of the PE kit?

How confidently can the learner move towards a piece of high equipment and jump off?

How well does the learner interact with others during an activity or seek adult support?

Does the learner avoid PE?

Does the learner have an understanding of the size of the court/pitch?

Can the learner stay in their own running lane?

Health and Food Technology

Where does the learner stand/sit for the demo?

Can the learner locate equipment?

Can the learner read the scale on equipment?

Can the learner turn the oven to the correct temperature?

Can the learner cut safely?

Is the recipe in the appropriate font size?

Is the equipment (e.g. measuring cups, food/board) of appropriate contrast? Do they overfill/underfill?

How close is the learner to the oven/hob to use it safely?

Can the learner read the ingredients on labels?

Can the learner identify visually if cutlery/crockery/utensils are clean?

Is glare an issue?

Is seating position appropriate?

Can the learner move around safely without bumping or tripping?