

Observation Profile: School Environment

Nurture Principle 1: Learning is understood developmentally	Discussion Points/ Feedback	Agreed Next Steps
Environment and Relationships		
Features of effective practice		
Staff model positive relationships with other members of staff in this area, for example, "Hello Mrs... nice to see you today."		
Staff model positive relationships with the children and young people in this area for example, "Good morning Carol, how are you today?"		
Learning and Teaching		
There are opportunities for wider achievement and tasks that are not curricular related throughout the school.		
Individualised targets are set for children and young people throughout the school where appropriate – children and young people are aware of these and they are either reinforced orally or in a visual or recorded way.		
The language used by the teachers in the area suits the developmental needs of the children and young people, for example, instructions are broken down and understanding checked.		
Staff have an awareness of language development and modify the language they use depending on the children and young people needs.		
Holistic assessment information is made use of across the school.		

There is evidence that information is taken from assessment tools relating to wellbeing in this area, for example, wellbeing indicators, National Practice Model, HWB assessments.		
Staff recognise that children and young people need opportunities to practice the skills needed for self-awareness, self-management, social awareness and relationship management and support children and young people in the development of these skills.		