**Inclusive Phonics Culture SEF Questions**

Revised 2023

SERVICES FOR SCHOOLS

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| **Culture** | | **Strength/ Priority?** | **Responses and Reflections** |
| **1a** | Do all staff understand their role in phonics teaching and learning, ensuring responsibility is shared by all? |  |  |
| **1b** | If pupils’ attainment is low, is there a focus on accelerating learning so that current attainment does not predict future attainment? |  |  |
| **1c** | Have common challenges been identified for different cohorts, including pupils experiencing socio-economic disadvantage? Are these challenges being addressed? |  |  |
| **1d** | Do all staff genuinely believe that all pupils can be successful in phonics, hence maintaining high expectations for all? |  |  |
| **1e** | To what extent does the language that staff use ensure that labels do not limit learning? For example, do staff use the language of ‘attainment’ rather than describing pupils as ‘low ability’? |  |  |
| **1f** | Do staff actively engage families with phonics learning? |  |  |
| **1g** | To what extent are phonics resources and messages made easily accessible for parents and families? |  |  |
| **Notes** | | | |

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| **Leadership** | | **Strength/ Priority?** | **Responses and Reflections** |
| **2a** | To what extent does your leadership structure ensure that phonics is led effectively? |  |  |
| **2b** | Are leaders experts in the phonics programme and able to model best-practice? |  |  |
| **2c** | Is the impact of phonics teaching on pupils’ learning effectively monitored and evaluated on a regular basis? |  |  |
| **2d** | To what extent do leaders respond to findings in order to support staff with improving the teaching of phonics? Is this ongoing? |  |  |
| **2e** | To what extent do leaders adapt response, utilising approaches such as peer observations, team teaching, modelling, coaching etc? |  |  |
| **2f** | Do leaders have oversite of (or are they directly involved in) the assessment process, ensuring assessment is regular, timely and accurate? |  |  |
| **2g** | Is analysis forensic, ensuring that pupils with gaps are the focus? |  |  |
| **2h** | Is there consistency and familiarity in the use of resources across the school? |  |  |
| **2i** | Do leaders carefully consider pupil grouping and the staffing of these groups? |  |  |
| **Notes** | | | |

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| **Training** | | **Strength/ Priority?** | **Responses and Reflections** |
| **3a** | Are staff trained to ensure secure sufficient phonic knowledge and understanding? *This includes Key Stage 2 if applicable*. |  |  |
| **3b** | Are staff trained to deliver the school’s phonics programme? *This includes Key Stage 2 if applicable*. |  |  |
| **3c** | Are staff trained in supporting children in phonological awareness? *This includes Key Stage 2 if applicable*. |  |  |
| **3d** | Is training an ongoing process rather than an event, ensuring that expertise is developed over time using a range of approaches? |  |  |
| **3e** | Do new staff receive training in phonics and the phonics programme in a timely fashion? |  |  |
| **Notes** | | | |

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| **Assessment for Learning (AFL) and Responsive Teaching** | | **Strength/ Priority?** | **Responses and Reflections** |
| **4a** | To what extent are teachers ***teaching* phonics** rather than simply delivering the programme? (Consider pace, questioning and AFL) |  |  |
| **4b** | Are teachers effectively responding to needs in phonics lessons? |  |  |
| **4c** | Are teaching assistants actively responding to needs in phonics lessons? |  |  |
| **4d** | Do pupils with the most significant gaps in phonic knowledge have more time with the most expert staff? |  |  |
| **4e** | To what extent are pupils’ phonics needs being met outside of phonics sessions? |  |  |
| **Notes** | | | |

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| **Transitions** | | **Strength/ Priority?** | **Responses and Reflections** |
| **5a** | Do leaders respond to the needs of individual cohorts? |  |  |
| **5b** | To what extent are children prepared to learn phonics when they arrive in EYFS? Are needs addressed? |  |  |
| **5c** | To what extent are children supported in Key Stage 2 who have not passed the phonics screening test or who still need phonics? |  |  |
| **5d** | To what extent are gaps in phonological awareness addressed across the primary phase? |  |  |
| **Notes** | | | |