

EEF Promising Project: App-based maths learning (onebillion)

Observation Checklist

Date:

Class:

TA:

Week of intervention:

Level/Feature	Observation Criteria	Yes/No	Additional Comments
TA Level			
Technical support	TA provides technical support (e.g. headphone volume) to children struggling to use the app/iPad.		
Behavioural management	TA provides behaviour management to ensure children are well-behaved throughout the session with no interference from other children in the class.		
Supervision	TA provides constant (e.g. always in the room) and consistent (e.g. focused on app session) supervision to all children working with the apps.		
TA logs session	TA uses session log to record absence/presence of children and other aspects of the session requested in the session log.		
Pedagogical Level			
Pedagogical support Level 1	TA encourages children to work independently through the app. TA does not answer question for the children on the app. All children should answer questions for themselves.		
Pedagogical support Level 2	TA provides pedagogical support to children requiring additional help with particular topics in the app. Child removes headphones. TA listens to app section, explains concept to child, then child attempts to answer app questions on their own.		
Pedagogical support Level 3	TA includes other resources to explain concept to child requiring additional help with particular topics in the app.		

Classroom Level			
Intervention duration	The session lasts for 30 mins. TA stops children 30 mins after all of the children have logged onto the app.		
Dedicated staff member	A dedicated TA delivers the intervention to the same group of children each session.		
Intervention set up	TA has iPads and headphones ready for children to use ahead of session.		
Dedicated classroom space	The intervention is given in the same dedicated space each session.		
Seating plan	The TA arranges children according to a consistent seating plan each session.		
Accessing individual iPad	All children use the iPad allocated to them each session		
Children wear headphones	All children wear headphones during the use of the app, or wear their headphones again within 30 seconds of removing them.		
Accessing individual app profiles	All children use their own profile on the app or are redirected to their own profile by the TA within the first 3 minutes of the session.		
Calm environment	The session is conducted in a calm and orderly environment.		
Child Level			
Child engagement	Children work through the apps independently and are focussed on the app activities. Children are excited to be using the app and seem to enjoy learning with it.		
Learning strategy	All children begin using the app from the next activity in the sequential progression suggested by the app OR children repeat activities that they have already completed for additional practice if they have not passed a test.		
Peer interactions with learning process	Discussions amongst children on how to answer the topics in the app are fine as this may be considered part of the learning process. But it is essential that all children answer questions on the app for themselves. If another child is answering questions for a child the TA steps in and prevents them from doing so.		

Peer support	Children within the intervention group share success of individual children when they complete a topic.		
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Any other comments: