

The SAFMEDS strategy QA checklist (handheld approach)

*This document aims to provide you with a tool that you can use to provide feedback on an observed SAFMEDS session. We suggest that you observe a **full** timing for **one pupil** in the session at a time. You can repeat this checklist for more than one pupil in the same session if necessary/applicable.*

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| Name of staff member leading the session: |
| Total number of pupils in session: |
| Name of observer: |
| Name of pupil observed: |
| Date: |

Use this space to document any pre-session discussion. For example, are there any key areas that the member of staff feels like they would like support with; either with a particular pupil/group of pupils or the SAFMEDS program as a whole?

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Checklist:

| | Yes | No | Additional comments |
|--|-----|----|---------------------|
| Before the timing | | | |
| Does the pupil have all the materials they need? This includes: <ul style="list-style-type: none">• A deck of flashcards• Score table• Learning chart (paper or electronic)• Placemat (if applicable) | | | |
| Has the pupil shuffled their cards? | | | |
| Has someone set a timer for 1-minute, with a clear indication of when to start the timing? | | | |
| During the timing | | | |
| Did the pupil hold their own deck of cards? | | | |
| Did the pupil read the question silently? | | | |
| Did the pupil say the answer <i>before</i> turning the card over? | | | |
| If the pupil answered any cards incorrectly, or they passed on a question, did they say the correct answer out loud before moving onto the next card? | | | |

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| Did the pupil place the cards into the right corresponding pile (correct vs “not yet”)? | | | |
| Did the pupil work through the cards at speed (with limited hesitation to either say the answer or “I don’t know”)? | | | |
| Did someone clearly indicate that the 1-minute was over? | | | |
| Did the pupil stop working through the cards at the end of the 1-minute? | | | |
| After the timing | | | |
| Did the pupil count up all the cards in their correct and “not yet” piles? | | | |
| Did the pupil record their score for the timing? | | | |
| If the pupil placed any cards in their “not yet” pile, did they have chance to work through them without any time pressure (this is referred to as an error correction step). | | | |

End of session

Did the pupil/member of staff chart their best score for the session?

- Dot = correct, X = "not yet"; plotted on the correct day

Is there evidence that a member of staff has reviewed this data regularly and made decisions about appropriate intervention when appropriate?

- Remember: if a pupil's data shows a maintaining or worsening learning picture over 3 consecutive sessions, consider intervention

Is the pupil getting enough SAFMEDS practice?

- Our recommendation is to run at least 3 sessions per week. Ideally, pupils should complete multiple timings per session (unless they are doing it daily, in which case they need only complete 1 timing)

Additional observations (optional)

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| Verbal praise given | | | |
| Tangible praise given (e.g., sticker, reward point) | | | |
| Score challenge given (e.g., “I want you to go through 2 more cards on your next go. I don’t mind which pile, just get quicker” or “Let’s see if you can beat your personal best score today”) | | | |

Feedback:**Effective practice:****Comments:****Areas to develop:****Comments:****Suggestions:**