

The SAFMEDS strategy QA checklist (online 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.*

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">• An internet enabled tablet, computer, or smartphone• Score table• Learning chart (paper or electronic)			
Has the pupil been directed to a pack to focus on?			
During the timing			
Did the pupil read the question silently?			
Did the pupil say the answer <i>before</i> clicking “show answer”?			
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 question?			

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”)?			
After the timing			
Did the pupil record their score for the timing?			
If the pupil placed any cards in their “not yet” pile, did they go through them by clicking on the “review not yet cards” function? (this is the error correction step – pupils should work through any previous errors or hesitations without time pressure until they feel more confident to answer them)			
End of session			
<p>Did the pupil/member of staff chart their best score for the session?</p> <ul style="list-style-type: none"> • Dot = correct, X = “not yet”; plotted on the correct day 			

<p>Is there evidence that a member of staff has reviewed this data regularly and made decisions about appropriate intervention when appropriate?</p> <ul style="list-style-type: none"> Remember: if a pupil's data shows a maintaining or worsening learning picture over 3 consecutive sessions, consider intervention 			
<p>Is the pupil getting enough SAFMEDS practice?</p> <ul style="list-style-type: none"> 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)			
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: