

Teacher Self-Audit Checklist

The First Six Weeks With a New Class

LearningMole — classroom management resources for UK primary teachers

Weeks 1–2: Establishing Routines

- ☐ I have taught each core routine (entering the room, moving to tables, packing away, leaving) as its own explicit short lesson.
- ☐ I use the same words and the same signal every time for each routine, not a slightly different version each day.
- ☐ I praise routines specifically when they go well (“that was a calm, quiet line”), not just with a general “well done”.
- ☐ I have introduced no more than three or four core routines so far, rather than trying to embed everything at once.
- ☐ My attention signal is consistent and I have never let it go unanswered.

Weeks 1–6: Building Relationships

- ☐ I know every child's name correctly and use it confidently.
- ☐ I have noticed and mentioned something specific and true about each child individually.
- ☐ I greet the class personally at the door, rather than with a generic welcome.
- ☐ I use a calm, lower voice rather than raising it in difficult moments.
- ☐ I use proximity moves and non-verbal cues before resorting to a verbal response.

Week 3–4 Reset Point

- ☐ I have noticed a dip in routine compliance around this point — this is normal, not a sign of failure.
- ☐ I have retaught at least one routine that had started to slip.
- ☐ I have used a short restorative conversation, not just a consequence, at least once.
- ☐ I have avoided a public power struggle during a difficult moment, keeping it private where possible.

Week 6 Reset Point

- ☐ Transitions take noticeably less time than they did in week one.
- ☐ I need fewer verbal reminders for the same routine than I did a month ago.
- ☐ The class responds to my attention signal without repetition.
- ☐ I feel I know this class, and they know what to expect from me.