

# Checklist for External Agencies, Groups or Speakers who want to work with Schools

## Aims:

- To ensure that the contribution is as valuable as possible.
- To make sure that the needs of the pupils/school are being met.
- To provide input which is relevant to, and supported by the curriculum.
- To ensure that there is good evaluation of the session.

## Checklist Criteria

The criteria for this checklist are not in a specific order.

- What content has been requested?
- In what context does the visit take place? (What classwork takes place in the sessions before and after the visit?)
- How long will your input last for?
- What is the age of the pupils, and how many will be in the class/es?
- Have the pupils identified what they want, or will they have an opportunity to do so?
- How will this be handled? (eg questions/concerns forwarded to you prior to the visit/question time in class.)
- Can a preliminary meeting or discussion prior to the visit be arranged?
- What methods will be used? (eg groupwork, whole class talk or workshops?)
- As the class teacher will be present during the session, has the teacher's role been agreed?
- Is the school aware of your practical requirements? (eg working space for groups, AV equipment and flipcharts.)
- Has an appropriate evaluation been organised to get feedback from the pupils, class teacher and visitor?

# School/Teacher Checklist for External Agencies, Groups or Speakers who want to work with Schools

## Aims:

- To ensure the visit is a valuable experience for everyone concerned.
- To ensure the visit is relevant to the particular programme currently being delivered and to the curriculum.
- To ensure that the visitor's contribution meets your needs for the programme and most importantly, the needs of the pupils.
- To ensure that there is good evaluation of the visitor's contribution.

## Checklist Criteria

The criteria for this checklist are not in a specific order.

- Check the organisation/agency/group/individual has evidence of a Police check on the individual attending the school.
- Which session of the programme would benefit from the contribution from an outside agency or specialist service?
- What aspect of the particular issue/topic do you want the visitor to deliver?
- Do you know the viewpoint/agenda of the agency or individual on the topic? (eg who is their parent body? Do they exist to promote a particular viewpoint?)
- Is there opportunity in the sessions prior to the visit for pupils to write questions/concerns etc anonymously for the visitor to address?
- Can the pupils be involved in the organising/planning the visit and its content?
- Has the visitor's contribution been properly negotiated between you, the pupils and the visitor?
- Can a preliminary meeting or discussion with the visitor prior to the session be arranged? (Particularly if this is the first visit by the visitor.)
- Is the visitor aware of the number and age of the pupils, and how much time will be available?
- Is the format for the session, as well as the activities and the resources that the visitor is planning to use, appropriate?
- As the class teacher will be present during the session, what role will the teacher have?
- What classwork, both before and after the visit, can support, make relevant and reinforce the visitor's contribution?
- Have you checked what practical requirements the visitor will need? (eg working space for groups, AV equipment, and flipcharts.)
- Has an evaluation been organised to get feedback from the visitor, pupils and class teacher?
- Does the visit have support implications (eg if sensitive material is being raised, or there is likely to be a demand for information following the session), and if so, how will these needs be met?
- Could the visitor be used in other ways to support the teaching of the topic? (eg staff training, consultation, service provision.)
- Keep a record of any visiting external agencies, including names, with copies of the programme used, comments and evaluation from the pupils.