

Communicate:8 - A Senior Leadership Learning Walk & Monitoring Tool - A whole-school communication audit which helps leaders identify strengths, provision gaps and CPD priorities using the Communicate:8 framework

COMMUNICATE:8

Universal Speech, Language & Communication Learning Walk Tool

School: _____

Date: _____

Observer: _____

Teacher/Class: _____

Year Group: _____

Purpose:

To evaluate the quality of universal communication provision and identify how effectively classrooms support all learners through the **Communicate:8 framework**.

COMMUNICATE:8 areas of assessment

1. Receptive Language
2. Expressive Language
3. Social Communication
4. Speech Sounds
5. Phonological Awareness
6. Language for Behaviour & Emotion
7. Executive Function
8. Listening & Attention

Scoring:

✓ = Seen consistently

△ = Seen sometimes / developing

X = Not observed

N/A = Not applicable

1. Receptive Language

“Can children understand language used around them?”

Monitor	✓ △ X	Evidence
Adults use concise language		
Instructions broken into chunks		
Visuals support understanding		
Processing time given		
Staff check understanding		
Vocabulary explained		

Leadership prompts:

- Can children follow instructions independently?
- Are visuals reducing language load?
- Do adults adapt language level?

Comments:

2. Expressive Language

“Can children communicate thoughts, ideas and needs?”

Monitor	✓ △ X	Evidence
Opportunities for talk		

Adults model sentence structures		
Questions extend language		
Sentence starters visible		
Staff scaffold responses		
Pupils explain thinking		

Leadership prompts:

- Who speaks most: adults or children?
- Are quieter pupils included?

Comments:

3. Social Communication

“Can pupils communicate with others successfully?”

Monitor	✓ Δ X	Evidence
Turn-taking evident		
Collaborative learning opportunities		
Adults model social rules		
Peer interaction supported		
Visual social supports available		

Comments:

4. Speech Sounds

Monitor	✓ △ X	Evidence
Staff model clear speech		
Mispronunciations supported naturally		
Children encouraged to speak confidently		

Comments:

5. Phonological Awareness

Monitor	✓ △ X	Evidence
Rhyme activities evident		
Sound awareness promoted		
Segmenting/blending opportunities		
Vocabulary linked to learning enquiry/curriculum area		

Comments:

6. Language for Behaviour & Emotion

Monitor	✓ Δ X	Evidence
Feelings language visible		
Emotional vocabulary modelled		
Behaviour language explicit		
Zones/check-ins visible		
Adults support emotional expression		

Comments:

7. Executive Function

Monitor	✓ Δ X	Evidence
Visual routines evident		
Sequencing supports used		
Task organisation scaffolded		
Next-step prompts visible		
Planning supports available		

Comments:

8. Listening & Attention

Monitor	✓ △ X	Evidence
Attention cues used		
Adults gain attention first		
Reduced distractions		
Children know expectations		
Transitions prepared		

Comments:

Pupil Voice

Ask pupils:

- What helps if you do not understand?
- How do teachers help you learn new words?
- What helps you remember things?
- What helps you listen?
- What helps you explain your ideas?

Key themes:

Staff Reflection

- How do you adapt communication for different learners?
- Which communication strategies are routine?
- Which pupils require additional communication support?
- Which area of Communicate:8 is strongest?

- Which area needs development?

Whole School Summary

Area	✓ Δ X
Receptive Language	
Expressive Language	
Social Communication	
Speech Sounds	
Phonological Awareness	
Language for Behaviour & Emotion	
Executive Function	
Listening & Attention	

Strengths:

1.

2.

Development priorities:

1.

2.

CPD implications:

- ☐ Whole staff training
- ☐ Coaching
- ☐ Environment audit
- ☐ Targeted support
- ☐ Communication-friendly classroom review

Overall:

Emerging / Developing / Secure / Embedded