

HIGH-QUALITY INTERACTIONS AUDIT TOOL

DATE

CRITERIA

Use the following statements to evaluate the quality of interactions against.

RATING

- ★ Little or no evidence.
- ★★ Some evidence.
- ★★★ Wide range of evidence.

HOW DO WE KNOW?

To what extent are the key features contained within the criteria embedded? Are they fully embedded, partially embedded, or an area for development? What evidence is there to support this assessment? How do you know that a particular aspect of an interaction is a 1/2/3-star rating?

1 Practitioners are positioned at the child's level and engage in face-to-face dialogue, using eye-contact, warm facial expressions, open body language, and meaningful gestures.



Empty box for notes on criterion 1.

2 Through being consistently available, practitioners respond to children in ways that are nurturing, containing and sensitively attuned to their individual needs.



Empty box for notes on criterion 2.

3 Staff possess clear understanding of the child's stage of development, know them well, and adapt interactions accordingly to meet individual needs, ensuring these are inclusive and equitable.



Empty box for notes on criterion 3.

4 Practitioners use intentional, supportive language to model, extend, and clarify children's thinking. Commenting, self-talk, labelling, and 'wow words' are used to model and introduce new vocabulary.



Empty box for notes on criterion 4.

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5 Children are supported to identify, understand, and regulate emotions by observing practitioners model appropriate responses. Storytelling, 'name it to tame it' and fix-it-folders' are used when necessary to support emotional exploration and regulation.



6 Commenting, wondering aloud, and self-talk are used to extend children's thinking and communication. When asking questions, these are open-ended and have a level of complexity appropriate for the child's age, stage, and understanding of language.



7 After posing a question or making a comment, practitioners allow sufficient time for the child to think and respond, providing an intentional pause that enables the child to process what they have heard, organise their thoughts, and respond in their own way.



8 Signs, symbols, and objects are used to support children's understanding, attention, and choices. Used consistently, they enhance children's communication, inclusivity, accessibility, engagement, understanding, and expression.



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STRENGTHS

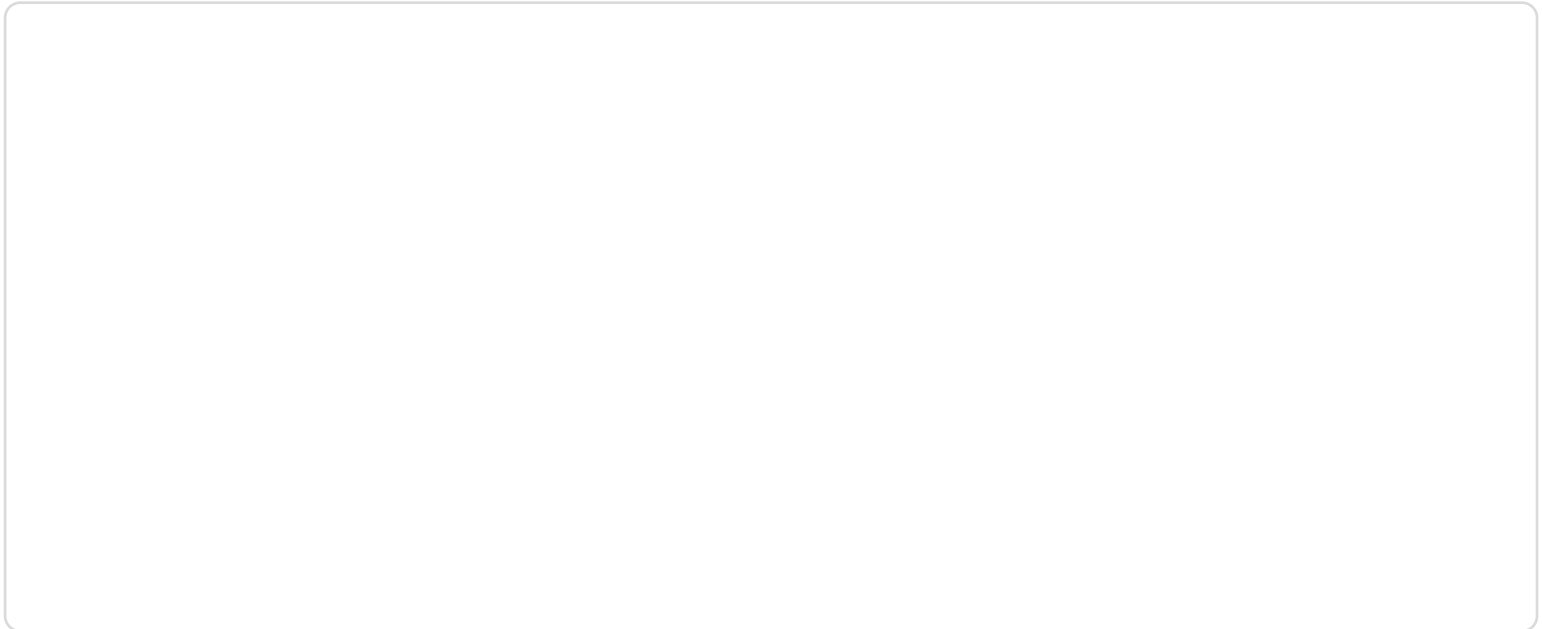
Reflecting on the audit process, which criteria are areas of strength? What is going well and why?



AREAS FOR DEVELOPMENT

Reflecting on the audit process, which criteria are areas that require development?

What options are available to support improvement? Consider whether these are short-term or long-term improvements.



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NEXT STEPS

Based upon identified areas for development, prioritise which improvements are likely to have the greatest impact and are achievable within the set time frame.

Identify what needs to be done and how it can be achieved. Consider who will be responsible, timeframe for completion, and the specific actions required. This may be to undertake training, introduce a particular approach, or make changes to the environment.

Define what success looks like to recognise when the area of development has improved.

WHAT?	HOW?	WHO/WHEN?
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EVALUATION

Has the improvement aim been achieved and what evidence is there to support this?

If aims haven't been achieved, what barriers or challenges prevented this? What could have been done differently?

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