Self evaluation checklist

	Often	Sometimes	Rarely
Physics learned (and taught) in a way that is accessible and engaging for girls. - Gender-neutral illustrations and examples used. - Non-technical language and analogies used where possible/appropriate. - Context provided through linking topics and highlighting applications and social relevance. - Variety of questioning techniques used and thinking time and discussion built into activities.			
Classroom managed to promote girls' engagement in group work. - Roles assigned for practical work to promote engagement . - Differentiation between social and learning groups. - Students grouped for teaching and learning, not classroom control.			
Progression routes visible - Teachers aware of students' ability and confidence levels in physics. - Information, advice & guidance (IAG) provided reflects the range of routes into physics			
Relevant careers promoted - Careers that interest students have been identified and promoted. - Links to careers made within class.			
Workforce: girls (and boys) access good physics teaching - Physics staff are supported in development - Specialist teaching is accessed pre- and post-O-level to give continuity - Workforce is effectively deployed to teach physics.			
Ethos of "physics is for everyone": positive perception of the subject in school - Positive school culture identified. - There is support for physics at senior level in school, e.g. flexibility with timetable . - Staff and students are proactive in discussing physics options.			