



EDI Subject Audit

Audit Template, Student Voice Survey & Lesson Observation Proforma

Independent Schools Association

May 2026

Audit Template

Subject:

Subject Lead:

Department:

Date of Audit:

Reviewer (if applicable):

1. Curriculum Content & Representation

Audit Questions

- Does the curriculum include diverse voices, perspectives, and contributions?
- Are different genders, ethnicities, cultures, and social groups represented meaningfully (not tokenistic)?
- Are stereotypes challenged or unintentionally reinforced?
- Does content reflect global as well as local contexts?

Evidence

Schemes of work:	
Textbooks/resources:	
Case studies/examples used:	

Strengths

Areas for Development

Actions

Action	Who	Deadline	Success Criteria

2. Teaching & Learning Practices

Audit Questions

- Are teaching strategies inclusive of different learning needs (SEND, EAL, etc.)?
- Are all students encouraged to participate and feel valued?
- Do classroom interactions promote respect and inclusion?
- Is questioning equitable across different student groups?

Evidence

Lesson observations:	
Student voice:	
Work scrutiny:	

Strengths

Areas for Development

Actions

Action	Who	Deadline	Success Criteria

3. Assessment & Outcomes

Audit Questions

- Are there attainment gaps between different groups (e.g., gender, ethnicity, SEND, FSM)?
- Are assessment methods accessible and fair for all learners?
- Are biases (explicit or implicit) considered in marking and feedback?

Evidence

Assessment data:	
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Progress tracking:	
Moderation records:	

Strengths

Areas for Development

Actions

Action	Who	Deadline	Success Criteria

4. Learning Environment & Resources

Audit Questions

- Do displays, materials, and classroom environments reflect diversity?
- Are resources accessible to all (e.g., font size, language, cultural relevance)?
- Is the environment safe and inclusive for discussion?

Evidence

Classroom displays:	
Resource audit:	
Student feedback:	

Strengths

Areas for Development

Actions

Action	Who	Deadline	Success Criteria

5. Student Experience & Voice

Audit Questions

- Do students feel represented in the subject?
- Do all groups feel equally confident participating?
- Are there mechanisms to gather and respond to student voice?

Evidence

Surveys:	
Focus groups:	
Informal feedback:	

Strengths

Areas for Development

Actions

Action	Who	Deadline	Success Criteria

Action	Who	Deadline	Success Criteria

6. Staff Knowledge & Development

Audit Questions

- Are staff confident in delivering EDI-informed teaching?
- Is there ongoing CPD related to EDI?
- Are staff aware of unconscious bias and inclusive practices?

Evidence

CPD records:	
Staff surveys:	
Department meetings:	

Strengths

Areas for Development

Actions

Action	Who	Deadline	Success Criteria

7. Policies & Department Culture

Audit Questions

- Does the department actively promote inclusion?
- Are incidents of discrimination addressed effectively?
- Are policies (e.g., behaviour, homework) applied equitably?

Evidence

Behaviour logs:	
Policy documents:	
Incident records:	

Strengths

Areas for Development

Actions

Action	Who	Deadline	Success Criteria

Overall Evaluation

Key Strengths Across the Subject

Priority Areas for Improvement

Overall EDI Rating

Emerging

Developing

Secure

Embedded

Strategic Action Plan (Summary)

Priority Area	Key Action	Timeline	Lead	Review date

Reflection

- What has surprised you in this audit?

- What will have the biggest impact on students?

- What support is needed to improve?

Student Voice Survey: EDI Lens

Subject:

Year Group:

Date:

Instructions to Students

This survey is anonymous. Please be honest — your views will help improve your learning experience.

A. Feeling Included

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I feel included in this subject's lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My teacher treats all students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel comfortable sharing my ideas in lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel respected by others in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Representation in the Curriculum

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. People like me are represented in what we learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. We learn about a range of cultures, backgrounds, and perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The subject challenges stereotypes (e.g., about gender, race, ability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Teaching & Support

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. My teacher explains things in ways that help me understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I get the support I need to succeed in this subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Different learning styles are supported (e.g., visuals, discussion, practical tasks).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Experience of Fairness

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Everyone gets equal opportunities to answer questions and participate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Behaviour is managed fairly for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Open Questions

- What do you like about this subject?

- What could be improved to make lessons more inclusive?

- Have you ever felt excluded or unfairly treated in this subject? (optional)

- What would help you feel more confident in this subject?

Lesson Observation Proforma (EDI Lens)

Subject:

Teacher:

Observer:

Class/Year:

Date:

1. Curriculum & Content

What to look for:

- Diverse perspectives and examples included
- Representation is meaningful (not tokenistic)
- Stereotypes are challenged

Observed Evidence:

Evaluation:

Emerging

Developing

Secure

Embedded

2. Inclusive Teaching Strategies

What to look for:

- Differentiation for SEND/EAL
- Multiple ways of accessing learning
- Clear scaffolding and support

Observed Evidence:

Evaluation:

Emerging

Developing

Secure

Embedded

3. Classroom Climate & Relationships

What to look for:

- Respectful interactions
- Safe space for discussion
- Positive teacher language

Observed Evidence:

Evaluation:

<input type="radio"/> Emerging	<input type="radio"/> Developing	<input type="radio"/> Secure	<input type="radio"/> Embedded
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4. Student Participation

What to look for:

- Range of students contributing
- Equitable questioning (not just volunteers/high attainers)
- Strategies like think-pair-share, cold calling used inclusively

Observed Evidence:

Groups observed participating:

- Gender balance SEND EAL Disadvantaged pupils

Evaluation:

<input type="radio"/> Emerging	<input type="radio"/> Developing	<input type="radio"/> Secure	<input type="radio"/> Embedded
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5. Use of Language & Expectations

What to look for:

- Inclusive, non-biased language
- High expectations for all
- Avoidance of assumptions

Observed Evidence:

Evaluation:

<input type="radio"/> Emerging	<input type="radio"/> Developing	<input type="radio"/> Secure	<input type="radio"/> Embedded
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6. Resources & Environment

What to look for:

- Accessible materials (clear, readable, inclusive)
- Diverse images/examples
- Classroom displays reflect diversity

Observed Evidence:

Evaluation:

<input type="radio"/> Emerging	<input type="radio"/> Developing	<input type="radio"/> Secure	<input type="radio"/> Embedded
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7. Behaviour & Inclusion

What to look for:

- Consistent and fair behaviour management
- No bias in sanctions or praise
- Students feel safe and supported

Observed Evidence:

Evaluation:

<input type="radio"/> Emerging	<input type="radio"/> Developing	<input type="radio"/> Secure	<input type="radio"/> Embedded
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Overall EDI Judgment

■ Emerging

■ Developing

■ Secure

■ Embedded

Strengths

Areas for Development

Suggested Actions

Action	Who	By When	Impact

Reflection (Teacher / Observer Discussion)

- What worked well for inclusion?

- Which students/groups were less visible today?

- What's one small change that would increase equity next lesson?
