SCHOLARS
INDIAN SCHOOL

LEARNING WALK POLICY

Rationale

Learning walks are purposeful "walk-through's" of classrooms, usually using the Learning and Teaching Policy as a reference point, to focus on pupil learning and teacher practice. Unlike a classroom observation which provides a view of a single classroom, a learning walk creates a school-wide picture made up of many small snapshots.

It's a strategy for providing our school with broad feedback about pupil learning and teacher practice. Learning Walks are based on spending a brief period of time (up to 15 minutes) in a number of classrooms over a learning walk period.

A learning walk should have many different purposes

- To monitor or audit practice throughout the school. Providing a 'snapshot' view
- To share good practice and promote consistency
- To check for progression e.g. a learning walk to focus on basic skills taught throughout the school.
- To provide training e.g. display for learning
- To provide quality time for reflection and to stimulate professional discussion.
- To ensure colleagues see the practice across the curriculum and learn about the school we work in
- To ensure that children are safe in their learning environment.
- To ensure the quality of resources used both online and offline

The Learning Walk Team

- School Principal.
- Vice Principal.
- Supervisors.
- Team Leaders.
- PTC members.
- Head of the Departments.

How learning walks work at Scholars

- The Senior Leadership Team will decide on a focus prior to a learning walk e.g. looking at lesson starters, Connect Phase, establishing a calm climate, pupil engagement, review of learning, plenary, group work, observing initiatives such as questioning .....
- The purpose and the focus will be shared with the whole staff team including support staff in the week before each learning walk.
- A timetable will be displayed which will identify those who will be carrying out the Learning Walk eg. team of teachers, middle and senior leaders
- Learning walks will take place at least one in each term (total 2 walks per year)
- Each classroom will be visited by Learning Walk Committee members who will spend approximately 10 - 15 minutes visiting lessons

- The observers will visit lessons individually and or in pairs – this will be decided by the observers prior to the learning walk.
- Each classroom will only be visited once by only one team (pair of observers) during the week
- The observers will decide between themselves the day and time (lesson) they will carry out a learning walk
- Feedback from learning walks will be recorded on a feedback form, passed to and analysed by a member of the leadership team and shared with the whole staff team including support staff to share good practice, positive news and to celebrate what we do well at Scholars Indian Private School.

Who goes on a learning walk?

- Learning Walk Committee members

What are 'the rules'?

There are certain ways to behave on a learning walk:

- The observers should stand to the side or the edges of the learning area / classroom not distract from the teacher or block someone's view.
- If the children are working independently or in groups observers can either mingle, look at books and ask questions or simply be a 'fly on the wall'

What will be the outcomes?

- Short written report highlighting strengths and areas of excellence
- Identification of good practice and a plan on how to extend that across the school
- Further information required to gain a more detailed picture

Remember

Our aim is to enhance children's learning through providing a stimulating learningenvironment
A rich learning environment can enhance learning by:

- Stimulating children's creativity, curiosity and thoughts
- Building self-esteem, self-worth and confidence
- Informing, motivating, influencing and exciting the children about topics

Checklist

Here is a basic classroom checklist that can be used when assessing the learning environment that you create.

This should be used in conjunction with the Learning and Teaching Policy, The Display Checklist.

- The room is clean, tidy and organized
- Materials/resources are in good working condition and appropriately stored
- Display boards are appropriate to the themes currently being taught

- Display boards stimulate the children's learning
- Side tables and tabletops are used for interest tables and to consolidate or to stimulate or further learning, not to pile books and papers on
- The space in the room is utilized to encourage maximum learning potential
- The focal point of the room (where the board is) is kept clean, simple and aesthetic.
- The side and back walls and surrounding tables are where the most important stimuli are positioned
- Resources are accessible and encourage independence, table trays containing a range of stationary etc.
- Displays are well maintained

Date is formally approved by Learning Walk Committee

AIDE MEMOIRE TO SUPPORT INFORMATION GATHERED DURING A LEARNING WALK

Engagement of Pupils

- What are the children actually doing?
- What work they have done and to what standard?
- Behave in class, show respect for property
- Form constructive relationships with one another, and with the teachers and other adults
- Reflect on what they do and understand its impact on others
- Respect other people's differences, particularly their feelings, values and beliefs
- Show initiative and are willing to take responsibility
- Nature of pupil activity

Learning Objective/ Taught Curriculum

- What pupils know, what they understand and what they can do
- How pupils are responding to the educational demands made on them and whether they are challenged enough
- Is there a match between what has been planned and what is actually being taught?

Teaching and Learning

- Show good subject knowledge and understanding in the way they present and discuss their subject
- Are technically competent in teaching phonics and other skills
- Plan effectively, setting clear objectives that pupils understand
- Challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding
- Use methods which enable all pupils to learn effectively
- Manage pupils well and insist on high standards of behaviour.
- Interaction with pupils

Classroom Management

- Resource management

- Organization
- Use time, support staff and other resources, especially I.C.T. effectively

Walk the Walls

- Does the environment support the learning?
- Are display boards left without displays?
- Do the children know what the displays are about?
- Are the classrooms displays used as a tool to support learning?

Next Step: The Evidence of teaching and Learning observed during the walk is shared with the teachers to improve the Teaching and Learning strategies.

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