

# **Ysgol Aberconwy**



## **Learning Walks Policy**

**POLICY DOCUMENT NO: 61    ISSUE NO: 2**

**THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY**

**Signed:**

**Date: 1/3/21**

**Review due date : 1/3/24**

**LT Link : RGB**

### **'LEARNING WALKS' AND DROP-INS**

In order to monitor and evaluate the standards of teaching and learning the school and the professionals within it will engage in a variety of activities, such as performance management, lesson observations, learning walks and book monitoring. All of these processes are governed by separate policies and these should be read in conjunction with each other to gain a complete picture of the school's activities in this area.

'Learning walks' may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgmental and are a whole-school improvement activity. There will, therefore, be no attempt to use this approach as part of capability procedures or for appraisal.

1. A programme of 'learning walks' will be agreed with teachers on the school's annual Assessment & QA Calendar. They will know the date, time and focus of the learning walk and who will be conducting it at least 5 days in advance, so that they can organise their classes accordingly.
2. The purpose or focus of a 'learning walk' will be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual.
3. 'Learning walks' will be conducted with minimum disruption to teachers and pupils.
4. 'Learning walks' will be undertaken in a supportive and professional manner.
5. A maximum of two colleagues will be involved in 'learning walks' at any time.
6. Pupils will not be asked for their views of an individual teacher during 'learning walks'.
7. Those teachers whose classes are visited will be given the opportunity to see any written records which have been made during the 'learning walk'.
8. There shall be no evaluation of an individual teacher during a 'learning walk'.
9. Regular reviews of the operation of 'learning walks' will be held with all staff.
10. Any teacher whose classroom is visited during a 'learning walk' will have the visit counted towards the overall three hours of observation per year, and a teacher will not be visited in any more than 3 learning walks during an academic year.
11. Any concerns about the implementation of this protocol should be raised initially with the headteacher by the individual teacher concerned or a nominated representative.

## APPENDIX A : Examples of Focus for Learning Walks

Member of staff conducting walk	Focus of walk
<b>Newly qualified teacher (NQT) or Classroom teacher</b> <i>Focus of walk will depend on professional development needs identified during the teacher's appraisal.</i>	<ul style="list-style-type: none"> <li>• Behaviour management strategies</li> <li>• Classroom organisation strategies</li> <li>• Questioning techniques</li> <li>• Differentiation techniques</li> <li>• Use of teaching assistants (TAs)</li> <li>• Inclusion of numeracy/literacy across the curriculum</li> <li>• Effectiveness of revision lessons</li> </ul>
<b>Subject leader</b> <i>Focus of walk will depend on subject/department priorities as identified in development plan, and supported by data analysis.</i>	<ul style="list-style-type: none"> <li>• Evaluating the implementation of departmental policies</li> <li>• Evaluating an aspect of the department's development plan</li> <li>• Evaluating provision for a particular group of pupils within the department</li> <li>• Looking at other departments to gain ideas on how to address an issue for the department</li> </ul>
<b>Special educational needs co-ordinator (SENCO)</b> <i>Focus of walk will depend on priorities identified in development plan, and supported by data analysis.</i>	<ul style="list-style-type: none"> <li>• Evaluating the use of TAs</li> <li>• Evaluating the use of differentiation/inclusion strategies</li> <li>• Evaluating awareness of staff regarding the students/pupils in their groups</li> </ul>
<b>Senior leaders</b> <i>Focus of walk will depend on priorities identified in development plan, and supported by data analysis. It may also depend on specific concerns raised by parents or governors about an aspect of provision.</i>	<ul style="list-style-type: none"> <li>• Evaluating the effectiveness of school policies, such as behaviour management, classroom organisation, literacy/numeracy</li> <li>• Evaluating an aspect of the school development plan</li> <li>• Evaluating provision for a particular group within the school</li> <li>• Looking at other schools for ideas on how to address an issue</li> <li>• Looking at provision for particular pupils during unstructured times</li> </ul>
<b>Governors</b> <i>Focus of walk will be to visit lessons to familiarise themselves with their link area.</i>	<ul style="list-style-type: none"> <li>• Becoming familiar with the link area and its staff</li> </ul>

**APPENDIX B : Proforma for use in planning a Learning Walk**

<b>Actions</b>	<b>Identified items</b>	<b>Notes</b>	<b>Complete</b>
<b>Identify focus of learning walk</b>			
<b>Identify staff to carry out walk</b>			
<b>Identify information required to address focus</b>			
<b>Identify resources required to address focus</b>			
<b>Establish timescale</b>			
<b>Notify staff</b>			
<b>Carry out learning walk</b>			
<b>Analyse captured data</b>			
<b>Check analysis to ensure individuals cannot be identified</b>			
<b>Publish or share results</b>			
<b>Actions on findings if appropriate</b>			

## APPENDIX C : Example Question Checklist

These questions are meant as examples for guidance only. It should be noted from the policy that *‘Learning walks’ will be conducted with minimum disruption to teachers and pupils* – as such a maximum of 4 of these questions should be used in any one classroom. The questions used will be selected in advance and align to the agreed focus of the learning walk and *not* focused on the practice of an individual teacher.

This list of examples has been agreed as appropriate by the students and staff of the school.

Question	Area(s) of evaluation	Focus of the question
What does your teacher do that really helps you to learn?	Teaching & learning	Matching of learning to learners’ needs
What are the really good bits of teaching that help you to learn best?	Teaching & learning	Matching of learning to learners’ needs
How does your teacher give you feedback about how well you are doing?	Teaching & learning Leadership & management	Marking and assessment Application of school policy
Can you show me some examples of feedback that you have received from the teacher and what you did as a result of the feedback?	Teaching & learning Leadership & management	Marking and assessment Application of school policy
Can you show me a piece of work you have done for this teacher, or in this subject, that you are particularly proud of? What makes this piece of work special?	Teaching & learning	Teacher/pupil expectations
How long does homework take you to do? How long is it supposed to take?	Teaching & learning Leadership & management	Application of school policy
Can you show me a piece of homework that you have recently completed?	Teaching & learning Leadership & management	Teacher/pupil expectations Application of school policy
How do you know if you make mistakes with your spelling, punctuation and grammar?	Teaching & learning Leadership & management	Literacy across the curriculum Teacher expectations
How often do you read aloud in this subject? What sort of things do you read?	Teaching & learning Leadership & management	Literacy across the curriculum
Can you show me a piece of extended writing that you have done in this subject?	Teaching & learning Leadership & management	Literacy across the curriculum
Do you often do any work involving numbers or graphs?	Teaching & learning Leadership & management	Numeracy across the curriculum
What is the most amazing thing that you have learned in this subject?	Teaching & learning Leadership & management	Spiritual, moral, social and cultural development (SMSC)
Is what you learn in this subject important for life outside of school?	Teaching & learning Leadership & management	SMSC Careers guidance British values
What would you do if you were being bullied?	Pupil behaviour & welfare	Safeguarding

Question	Area(s) of evaluation	Focus of the question
	Leadership & management	
Are rewards and sanctions given out fairly?	Pupil behaviour & welfare Leadership & management	Consistency Equality and diversity
Is the use homophobic or racist language challenged? Has this ever happened?	Pupil behaviour & welfare Leadership & management	Equality and diversity
Do you get any extra support or help in this subject? What sort of support?	Teaching & learning Leadership & management	Support for pupils with special educational needs (SEN) and for pupils eligible for pupil premium
Does anyone else other than your teacher help you with your work? How do they help you? What difference have they made?	Teaching & learning Leadership & management	Support for pupils with SEN and for pupils eligible for pupil premium
What happens if you come to the lesson late?	Pupil behaviour & welfare Leadership & management	Attendance and punctuality
How do you catch up with any work you miss due to be being absent?	Teaching & learning Pupil behaviour & welfare	Application of school policy Equality and diversity
What sort of work do you get set if the teacher is away? Can you show me an example?	Teaching & learning	Teacher expectations Application of school policy