North Halifax Grammar School - Learning Walk

Created by North Halifax Grammar School

Observe
SISRA Inform · Share · Reflect

Fields

Length of Visit (Mins)

Period

Fields are used when information is needed – such as contextual information – but it does not need to be quantified in any way. If you need to see the responses, use a focus area.

Focus Areas

Seating Plan Provided?

Learning Walk Focus

Length of Visit (Mins)
20

Period
2

Seating Plan Provided?   Outcome: **Yes**

Yes

💬0 📎0 📝0   Add +

Learning Walk Focus   Outcome: **Questioning**

Questioning

Comments:

Focusing particularly on challenge and and how the teacher stretches responses from students.

💬0 📎0 📝0   Add +

Context of Group

Comments:

Group are majority male low set group with a range of SEND students. April has been teaching this group for the past year and has achieved steady progress with them.

💬0 📎0 📝0   Add +

Outcome set
"Learning Walk Y/N"

Outcomes:
Yes
No
N/A

"Learning Walk Focus"

Outcomes:
Assessment
Challenge
Questoning
Differentiation
Behaviour
Engagement
Lit & Num
Other

Using an outcome set with some key aspects of Teaching & Learning allows for easy identification within reports. It also ensures that observers are focusing on a variety of teaching and learning.

Observe
SISRA · Inform · Share · Reflect

Focus Areas

Learning Walk Evaluation

Area of Strength

Area for Development

Provides a simple way for leaders to view the results of learning walks and implement any additional support or CPD for staff.

Focus areas allow for staff to engage with their records without being able to edit the observers' notes. Staff can use the "View" mode to add reflections, upload resources or create actions.

Evaluation

Learning Walk Evaluation
Outcome: **In Line**

In Line With Expectations

Comments:
Class are engaged with the lesson and from looking in books they have completed work and follow up tasks. April is using questioning well with the group but could be looking at "Bouncing" questions around the class to stretch responses further

Add +

Area of Strength
Outcome: **Differentiation**

Differentiation

Comments:
Modelling is used really well and examples of scaffolding is shown within all work sheets. Sentence starters have been used to help lower ability.

Add +

Area for Development
Outcome: **Challenge**

Challenge

Comments:
While scaffolding is great for this group and it is demonstrated really clearly, think about challenging the students - stretch their responses and encourage deeper learning skills when possible.
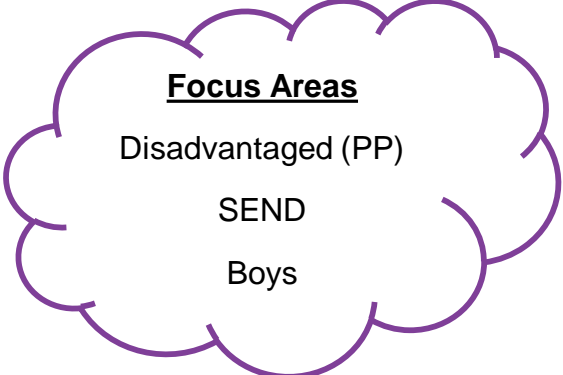
Add +

Outcome set
"Learning Walk Evaluation"

Outcomes:
Above
In Line
Further Develop
Support

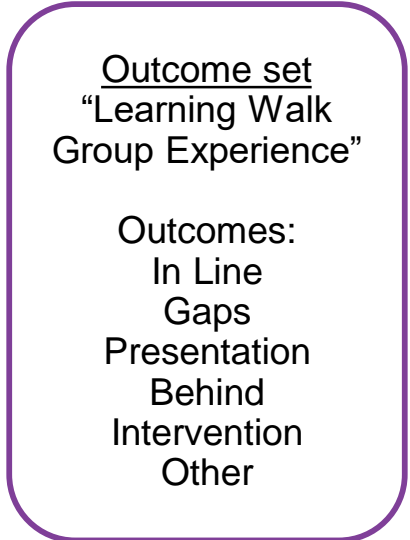"Learning Walk Area of Strength" and "Learning Walk Area to Develop"

Outcomes:
Assessment
Challenge
Questoning
Differentiation
Behaviour
Engagement
Lit & Num
Other

Strength and development outcomes allow for some really nice analysis in reports. Leaders are able to easily identify where support is needed and can use the stronger staff for coaching and peer observations.

Focus Areas

Disadvantaged (PP)

SEND

Boys

Experience of Groups

Disadvantaged (PP) Outcome: **Presentation**

Focus on Presentation

Comments:

While work is being completed in books - remember to enforce the basic marking policy when looking at standards of work. Ensure dates are underlined and blue or black ink is used.

💬 0 📎 0 🖊 0   **Add +**

SEND Outcome: **In Line**

In Line with Whole Group

Comments:

The group is largely SEND and they are working towards their progress predictions at a steady pace. Differentiation tactics are used well.

💬 0 📎 0 🖊 0   **Add +**

Boys Outcome: **Presentation**

Focus on Presentation

Comments:

Boys need to focus on their presentation - largely male group. Ensure rulers are provided at the beginning of lessons and glue sticks for worksheets.

💬 0 📎 0 🖊 0   **Add +**

Outcome set
"Learning Walk Group Experience"

Outcomes:
In Line
Gaps
Presentation
Behind
Intervention
Other

This outcome allows for easy identification of key student groups and where they are in their current learning. It provides a snapshot of these groups for senior leaders to review and provide support or CPD if necessary.


More focus areas could be added if you would like to include other focus groups within the template. Other examples could be: Gifted and Talented; Low Attainers; EAL etc.

You can only have 10 outcomes in a set! If you want to include teaching and learning aspects, we would suggest that you create 9 of the most common ones for your school and have the 10th as "Other" with the option to specify in the focus area comments.

Outcome set
"Learning Walk Focus"

Outcomes:
Assessment
Challenge
Questoning
Differentiation
Behaviour
Engagement
Lit & Num
Other

Learning Walk Focus ?

Focus Area Name	Assessment (%)	Challenge (%)	Questioning (%)	Differentiation (%)	Behaviour (%)	Engagement (%)	Lit & Num (%)	Other (%)	Record Count
Learning Walk Focus	20.0	0.0	40.0	0.0	20.0	20.0	0.0	0.0	5
Total	1	0	2	0	1	1	0	0	

0% ————————————————————— 100%

Learning Walk Focus

Learning Walk Focus: 20% Assessment, 40% Questioning, 20% Behaviour, 20% Engagement

Record Percent

■ Assessment (%) ■ Challenge (%) ■ Questioning (%) ■ Differentiation (%) ■ Behaviour (%) ■ Engagement (%) ■ Lit & Num (%) ■ Other (%)
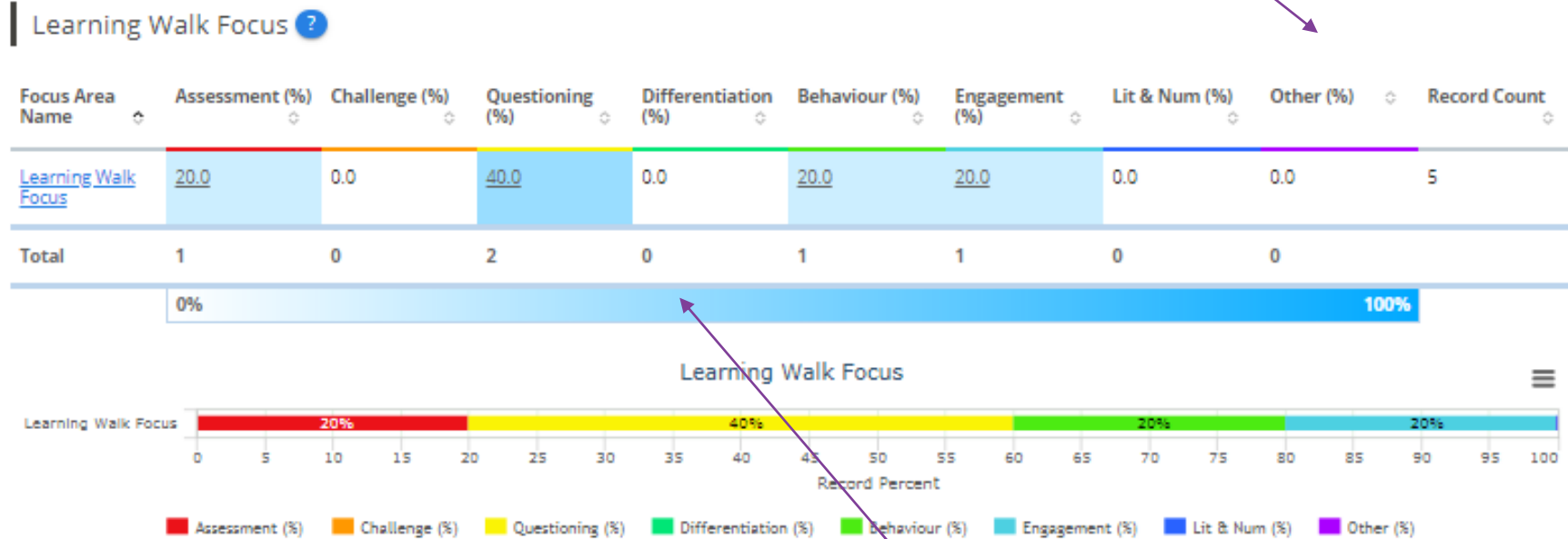
Focus Areas

Learning Walk Focus

Easy at a glance analysis for leaders to be able to evaluate what the main focus areas of Learning Walks are. This helps to ensure that multiple aspects of teaching and learning are being reviewed.

![Observe logo] **Observe**
SISRA · Inform · Share · Reflect

Outcome set
"Learning Walk
Evaluation"

Outcomes:
Above
In Line
Further Develop
Support

Learning Walk Evaluation ❓

Focus Area Name	Above (%)	In Line (%)	Further Develop (%)	Support (%)	Record Count
Learning Walk Evaluation	20.0	60.0	20.0	0.0	5
Total	1	3	1	0	

0%   100%

Learning Walk Evaluation

Learning Walk Evaluation | 20% | 60% | 20% |

Record Percent

■ Above (%)   ■ In Line (%)   ■ Further Develop (%)   ■ Support (%)
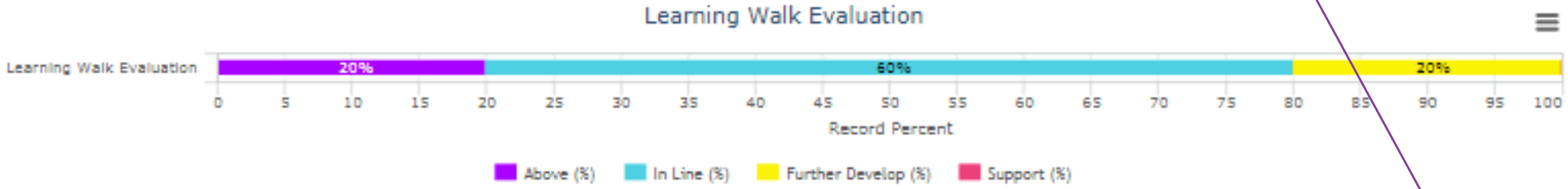
Easy at a glance analysis for leaders to be able to evaluation where staff members are currently working at. Also a nice way to implement CPD depending on the frequency of "support" or "further develop" being selected.
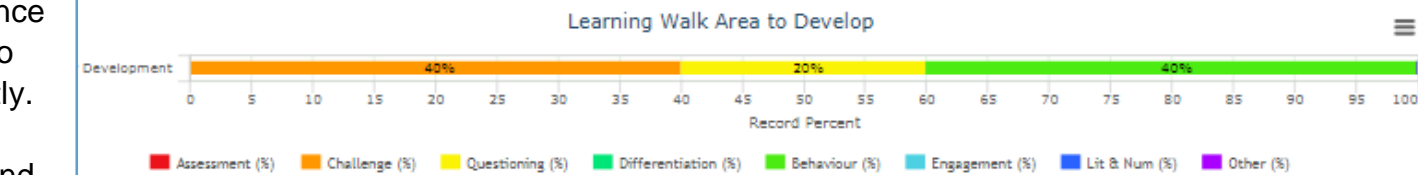
Observe
SISRA · Inform · Share · Reflect

Learning Walk Area of Strength ?

Focus Area Name	Assessment (%)	Challenge (%)	Questioning (%)	Differentiation (%)	Behaviour (%)	Engagement (%)	Lit & Num (%)	Other (%)	Record Count
Area of Strength	20.0	0.0	0.0	60.0	0.0	0.0	0.0	20.0	5
Total	1	0	0	3	0	0	0	1	

0% ————————————————————— 100%

Learning Walk Area of Strength

Area of Strength: Assessment 20% | Differentiation 60% | Other 20%
Record Percent

■ Assessment (%) ■ Challenge (%) ■ Questioning (%) ■ Differentiation (%) ■ Behaviour (%) ■ Engagement (%) ■ Lit & Num (%) ■ Other (%)
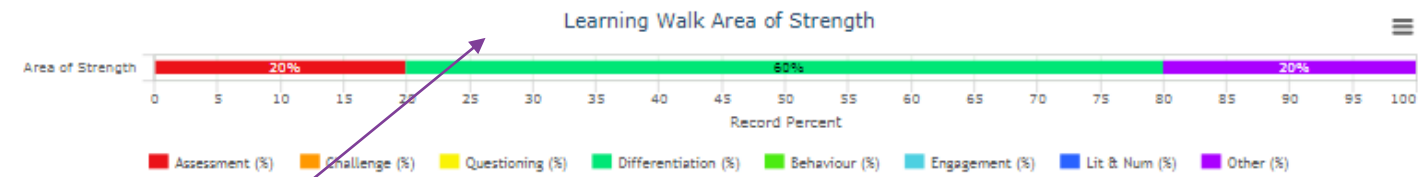
Learning Walk Area to Develop ?

Focus Area Name	Assessment (%)	Challenge (%)	Questioning (%)	Differentiation (%)	Behaviour (%)	Engagement (%)	Lit & Num (%)	Other (%)	Record Count
Area for Development	0.0	40.0	20.0	0.0	40.0	0.0	0.0	0.0	5
Total	0	2	1	0	2	0	0	0	

0% ————————————————————— 100%

Learning Walk Area to Develop

Development: Challenge 40% | Questioning 20% | Behaviour 40%
Record Percent

■ Assessment (%) ■ Challenge (%) ■ Questioning (%) ■ Differentiation (%) ■ Behaviour (%) ■ Engagement (%) ■ Lit & Num (%) ■ Other (%)

Focus Area

Area of Strength

Area for Development

This provides simple at a glance analysis for busy T&L leads to check where staff are currently. It also allows for easy identification of CPD needs and provides opportunities for peer observations and coaching.

Outcome set
"Learning Walk Area of Strength"

"Learning Walk Area to Develop"

Outcomes:

Assessment
Challenge
Questioning
Differentiation
Behaviour
Engagement
Lit & Num
Other

Observe
SISRA · Inform · Share · Reflect

Learning Walk Group Experience ❓

Focus Area Name	In Line (%)	Gaps (%)	Presentation (%)	Behind (%)	Intervention (%)	Other (%)	Record Count
Boys	0.0	20.0	60.0	20.0	0.0	0.0	5
Disadvantaged (PP)	0.0	40.0	40.0	20.0	0.0	0.0	5
SEND	60.0	0.0	0.0	0.0	40.0	0.0	5
Total	3	3	5	2	2	0	
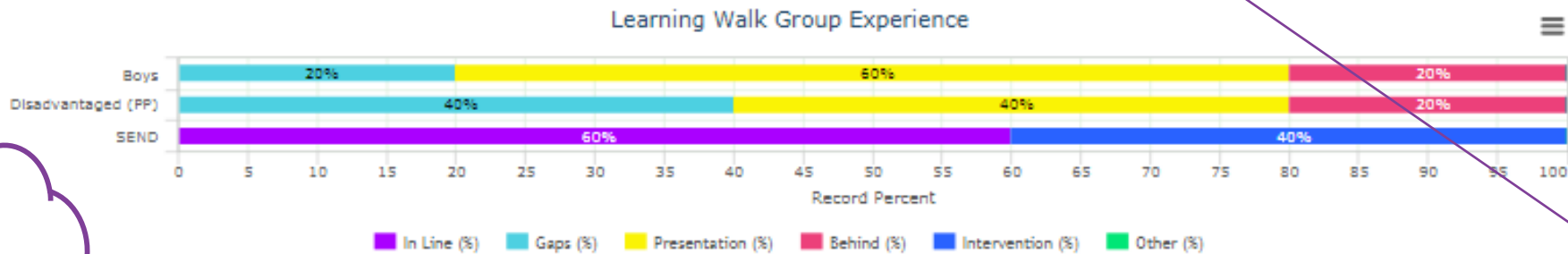
0%   100%

Learning Walk Group Experience

|		
Boys	20%	60%	20%
Disadvantaged (PP)	40%	40%	20%
SEND	60%	40%	

Record Percent

■ In Line (%) ■ Gaps (%) ■ Presentation (%) ■ Behind (%) ■ Intervention (%) ■ Other (%)

Focus Areas

Disadvantaged (PP)

SEND

Boys

This outcome allows for easy identification of key student groups and where they are in their current learning. It provides a snapshot of these groups for senior leaders to review and provide support or CPD if necessary.

Observe
SISRA · Inform · Share · Reflect

Summary Information

Focus Area
Learning Walk Focus
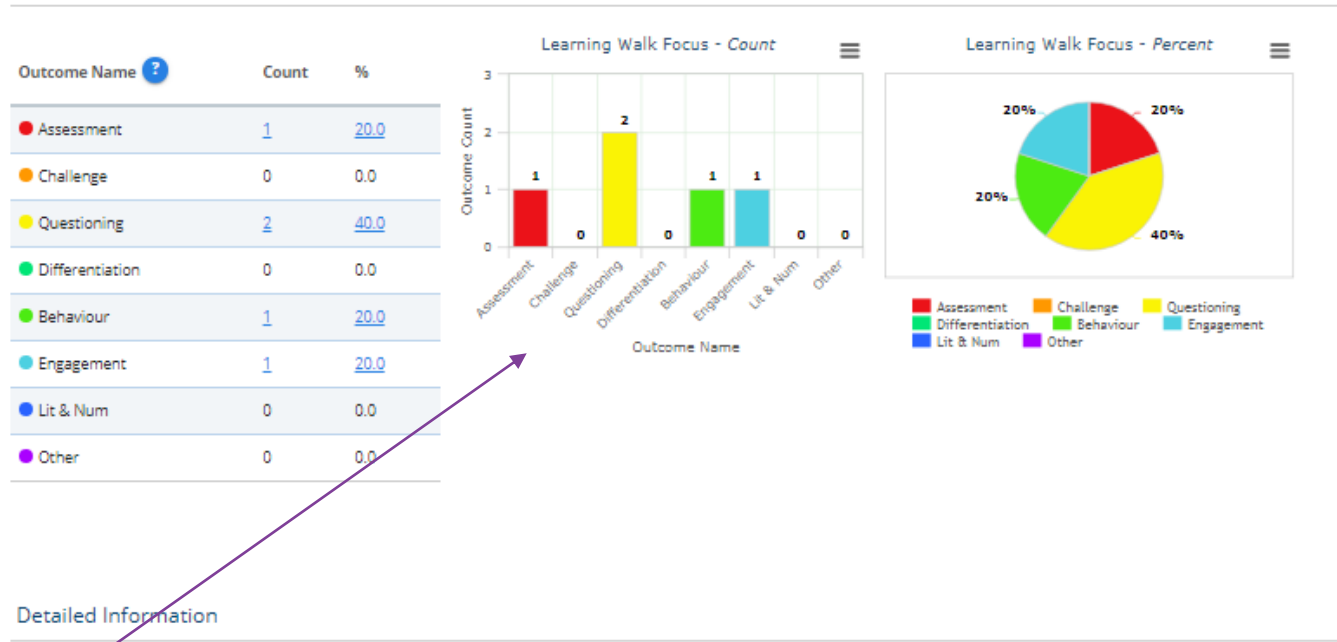
Outcome set "Learning Walk Focus"

Outcomes:
Assessment
Challenge
Questoning
Differentiation
Behaviour
Engagement
Lit & Num
Other

Outcome Name	Count	%
Assessment	1	20.0
Challenge	0	0.0
Questioning	2	40.0
Differentiation	0	0.0
Behaviour	1	20.0
Engagement	1	20.0
Lit & Num	0	0.0
Other	0	0.0

Learning Walk Focus - *Count*

Learning Walk Focus - *Percent*

Focus Area Reports

By clicking into a focus area (The blue title of the row within your table) you can see a detailed analysis of results. Charts and graphs can be exported if needed.

Detailed Information

| Category | Faculty | Subject | Staff |

Staff	Assessment (%)	Challenge (%)	Questioning (%)	Differentiation (%)	Behaviour (%)	Engagement (%)	Lit & Num (%)	Other (%)	Total
Keane; Alexandra (AKE)	50.0	0	50.0	0	0	0	0	0	2
Short; Kevin (KES)	0	0	0	0	0	100.0	0	0	1
Turner; Eloise (ET)	0	0	0	0	100.0	0	0	0	1
Waters; April (AWA)	0	0	100.0	0	0	0	0	0	1

Detailed information
Allows for leaders to filter results by category, faculty, subject or staff. This allows for easy identification.

This template has been replicated within a SISRA system. No members of staff from North Halifax Grammar School were harmed in the making of this template guide.