

## Learning Walk\_T&L Visit - Batley Grammar

Record Date: 01/09/2020 Status: New

Observer List	Wilkinson; Jenna (JW)
Faculty/Subject/Staff	Faculty: Maths Subject: KS4 Maths Staff: Fletcher; James (JF)

## Teaching & Learning Visit

### Effective planning, pace and challenge.

*Curriculum has been formulated to enhance challenge for all.  
The teacher has good knowledge of the subject/activity.  
Work is differentiated to challenge students at a level appropriate to their ability.*

Outcome:

Comments:

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### Content introduced progressively

*The curriculum is sequenced to aid knowledge & skill acquisition.  
6 PLC or DTTR followed and opportunities for low stakes testing are included in lessons.*

Outcome:

Comments:

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### An environment of high expectations

*The expectations & routines enable students to focus on learning.  
Students are challenged to improve learning through written & verbal comments made by the teacher.  
Thinking hard & other learning devices are used effectively to challenge learners to think deeply.  
Learning is scaffolded to ensure that high expectations are evident for all students.*

Outcome:

Comments:

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## Systematic checking of understanding

*Student understanding is checked systematically.  
Misconceptions are identified accurately & clear direct feedback is given and acted on.  
Teaching responds and adapts as a result of these checks.  
Assessment is used well to embed knowledge & inform teaching.  
The SoW has appropriate CPR/editing sessions integrated within it.*

Outcome:

Comments:

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## Wider integration of skills

*Reading skills are highlighted to help provide access to the curriculum.  
The curriculum allows students to access knowledge and cultural capital. This refers to LORIC opportunities, SMSC links & careers.*

Outcome:

Comments:

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## Action Points

### Actions

Comments:

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## Cause for Concern?

Cause for Concern?

Outcome:

Comments:

## Criteria Appendix

### **| Effective planning, pace and challenge.**

Strength - Strength  
Embedded - Embedded  
Develop - Develop  
Concern - Concern

### **| Content introduced progressively**

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### **| An environment of high expectations**

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### **| Systematic checking of understanding**

Strength - Strength  
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### **| Wider integration of skills**

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### **| Cause for Concern?**

Yes - Yes  
No - No