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Learning Walk

A quick and simple form which provides some great analysis in reports.

Created by Swindon Academy



Fields
Instructions for learning walk label

Instructions for learning walk

1. During your time in the lesson, you should focus on the quality of teaching and it's impact on pupil learning.
2. Within each element of the T&L policy, you should consider how well the teacher has met the expectations. Refer to the T&L policy for detailed expectations. However, this is not a checklist, and you should use your professional judgement.
3. You should give a level to each element. M- Mastered the element. S- Secured the element EM - Emerging.
4. Add in a comment into any element which you have leveled as Emerging. Your comment must include a summary and an action you will take to improve practice

Teaching and Learning Overview

Set The Tone Outcome: E

Culture, routines and Expectations

Emerging

Comments:

Called child over to do 1.1 brisk assessment- 'i wonder whats in my bag?' holding out bag to encourage child
Can you sit down, shall we tip it out?

Will you play a game with me?
Consider use of words 'magical bag' - understanding of word? is it magical?

Inconsistent delivery with each child - followed child's individual interests (Oliver had Chase and Marshal can Chase open the door? shall we hide Chase in here?)

⌵ 0 0 0 Add +

Focus Areas
Set the Tone

Outcome Set
"Mastery/Emerging"

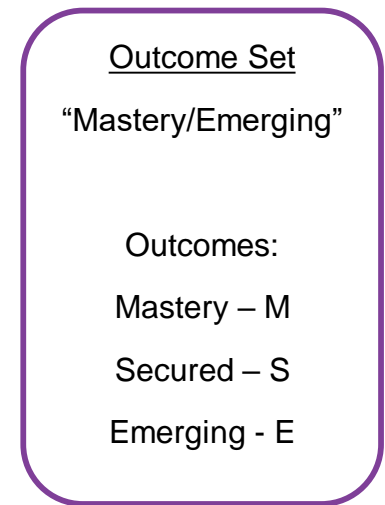
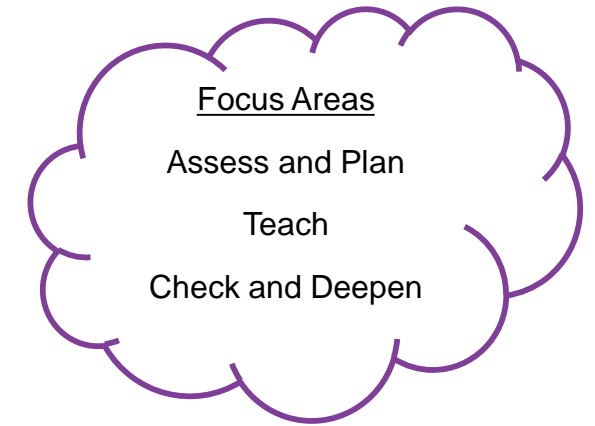
Outcomes:
Mastery – M
Secured – S
Emerging - E

Labels are uneditable blocks of text which can be added to a template. These allow for information to be included within records such as a reminder of the observation process or school policies.

Comments made by the observer in a focus area will pull through into the details report for easy access. They can also be exported if needed.

All of these focus areas are linked to the same outcome set. This means that all of the results from this form will be shown within the same table in reports.

Assess and Plan Outcome: E <i>Using assessment to plan for individual progress (formative assessment, oracy, planning for precision and misconceptions)</i> Emerging Comments: children sounding out everything when they can just read the word Action: EFI to feedback <div style="text-align: right;">0 0 0 Add +</div>
Teach Outcome: S <i>New learning - small steps, modelling, imparting knowledge and planned questions</i> Secured Comments: Modelled reading the sentence out loud, purposefully leaving effective pauses for the children to step in to read the initial sounds of words. Reinforced red word 'we' (we can not sound it out because it is a red word) and re-read the word to enable the children to reread the word out loud. (S4) <div style="text-align: right;">0 0 0 Add +</div>
Check and Deepen Outcome: S <i>Reviewing, questioning, guided practice, oracy, thinking out loud</i> Secured Comments: 9:46 Asked open ended question what will we do next? Good use of turn and talk with talk partners and sharing back some examples (good movement around the carpet to give specific support to identified children providing differentiation through use of questioning and support given). (S5) (S6) <div style="text-align: right;">0 0 0 Add +</div>



Apply and Master

Outcome: S

Independent Practice, Deepening, Questioning, Reasoning and Mastery

Secured

Comments:

Recapped previous learning from the week before (different food groups) moved to the working wall to point to a poster and referring to the picture prompts for specific children (cheese, milk to prompt dairy food group etc). Asked open and closed questions to the children and modelled an answer (child said 'I want strawberry' repeated back to the class as 'I would like to choose a strawberry for a healthy food choice').

▼ 🗨️ 0 ✎️ 0 📎 0 Add +

Comments related to boys/SEN

Additional comments

Comments:

Assessments being made on classroom monitor through photographs and comments. (S6)

▼ 🗨️ 0 ✎️ 0 📎 0 Add +


Focus Areas
Apply and Master
Additional
Comments

Outcome Set
"Mastery/Emerging"

Outcomes:
Mastery – M
Secured – S
Emerging - E

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.

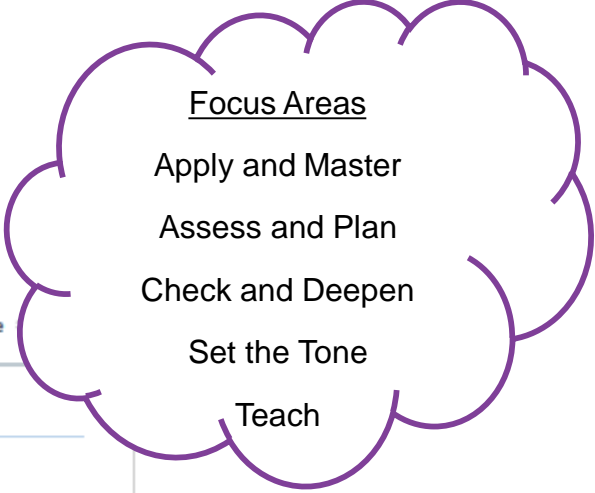
No outcome set has been used for this focus area. This allows for observers to provide an overall evaluation of their learning walk and any additional notes which may not be relevant for the other focus areas. Comments will be pulled through into the details section of reports and can be exported if needed.



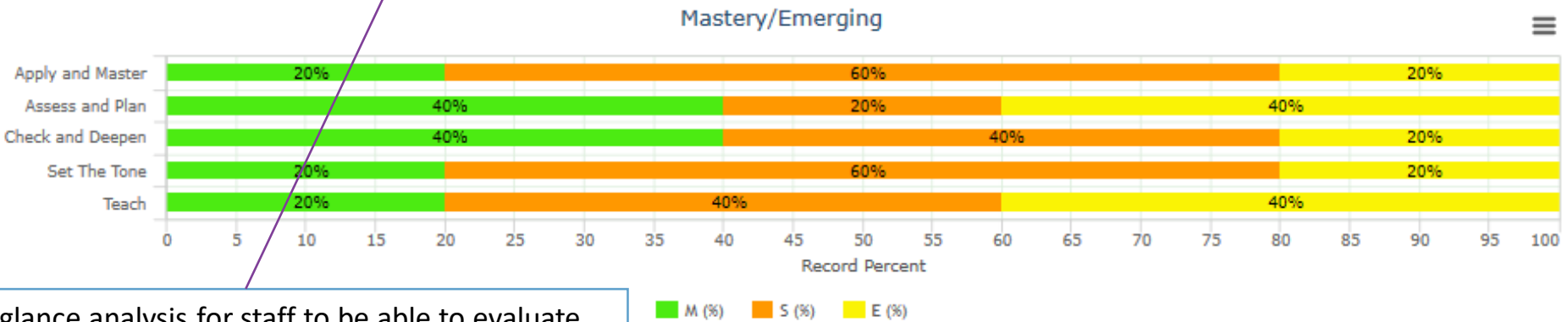
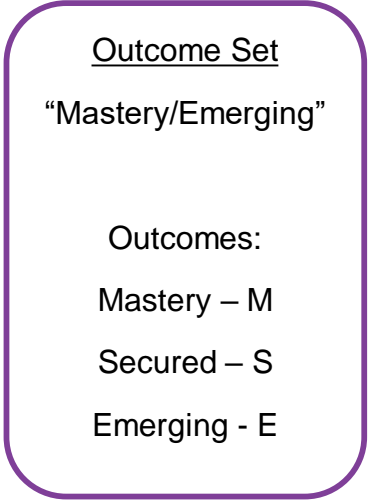
What would this
look like in
reports?

Mastery/Emerging ?

Values have been added to this outcome set. This allows for averages to be calculated within reports.



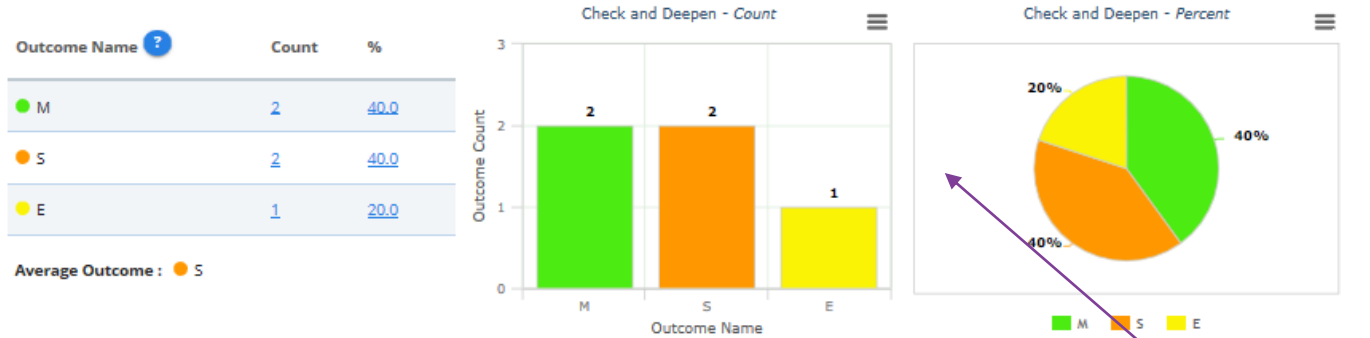
Focus Area Name	M (%)	S (%)	E (%)	Record Count	Average Outcome
Apply and Master	20.0	60.0	20.0	5	S
Assess and Plan	40.0	20.0	40.0	5	S
Check and Deepen	40.0	40.0	20.0	5	S
Set The Tone	20.0	60.0	20.0	5	S
Teach	20.0	40.0	40.0	5	E
Total	7	11	7		



Easy at a glance analysis for staff to be able to evaluate good practice and implement any needed support. It allows for simple analysis to determine targets for development.

Focus Areas
Check and Deepen

Summary Information



Outcome Set
“Mastery/Emerging”

Outcomes:
Mastery – M
Secured – S
Emerging - E

Detailed Information

Category	Key Stage	Subject	Staff																														
			<table border="1"> <thead> <tr> <th>Staff</th> <th>M (%)</th> <th>S (%)</th> <th>E (%)</th> <th>Total</th> <th>Average Outcome</th> </tr> </thead> <tbody> <tr> <td>Kirkby; Emily (EKI)</td> <td>100.0</td> <td>0</td> <td>0</td> <td>1</td> <td>M</td> </tr> <tr> <td>Singh; Hardeep (HAS)</td> <td>100.0</td> <td>0</td> <td>0</td> <td>1</td> <td>M</td> </tr> <tr> <td>White; Sam (SWH)</td> <td>0</td> <td>100.0</td> <td>0</td> <td>1</td> <td>S</td> </tr> <tr> <td>Williams; Jon (JWI)</td> <td>0</td> <td>50.0</td> <td>50.0</td> <td>2</td> <td>E</td> </tr> </tbody> </table>	Staff	M (%)	S (%)	E (%)	Total	Average Outcome	Kirkby; Emily (EKI)	100.0	0	0	1	M	Singh; Hardeep (HAS)	100.0	0	0	1	M	White; Sam (SWH)	0	100.0	0	1	S	Williams; Jon (JWI)	0	50.0	50.0	2	E
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Detailed information
Allows for leaders to filter results by category, key stage, subject or staff. This allows for easy identification.

Focus area reports.
If you click into focus area names (the rows of your table) you will be directed to these individual reports. Charts can be exported if needed.

This record was created in our demonstration school and all data is illustrative. No members of staff from Swindon Academy Primary were harmed in the making of this guide.