



DURANTS SCHOOL – POLICY DOCUMENT

Learning Walks

March 2026

*Reviewed & updated: March 2026 (Rachel Carli & Daniela Barzanti)
Next review date: March 2028*

Rationale

Learning walks are purposeful “walk-throughs” 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 20 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 be developmental and constructive rather than judgemental and are a whole-school improvement activity.
- To share good practice and promote consistency
- To check for progression
- 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

How learning walks work at Durants School;

1. The Senior Leadership Team will decide on a programme of ‘learning walks’ so that teachers know the time, date and focus of the learning walk.
2. The purpose and the focus will be shared with the whole staff team including support staff in the week before each ‘learning walk week’
3. Learning walks will take place three times a year, once each term.
4. Each classroom will be visited by identified members of staff who will spend approximately 15-20 minutes visiting lessons
5. ‘Learning walks’ will be conducted with minimum disruption to teachers and pupils.
6. ‘Learning walks’ will be undertaken in a supportive and professional manner.
7. A maximum of two colleagues will be involved in ‘learning walks’ at any time.
8. There shall be no evaluation of an individual teacher during a ‘learning walk’.
9. Any teacher whose classroom is visited during a ‘learning walk’ will have the visit counted towards the overall maximum of three observations per year, each of up to an hour in length

10. Those teachers whose classes are visited will be given the opportunity to see any written records which have been made during the 'learning walk' (see appendix 1).

Who goes on a learning walk?

- Staff
- Governors
- Other professionals

What are 'the rules'?

- 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 (see appendix 1)
- Identification of good practice and a plan on how to extend that across the school
- A change or tweaking of policy, practice or routine
- Further information required to gain a more detailed picture

Appendix 1

LEARNING WALK EVIDENCE			
Member(s) of staff observed		Pupils	
Observer(s)			
Date and time			
Subject		Class	

COMMUNICATION
<ul style="list-style-type: none"> • Visual support for communication (core board, language board, communication book, fob) is available (ie on desks, not a pile in a corner) and use is modelled by staff and actively promoted across the day. Communication strategies available when pupils are not in classroom. • Zones of regulation information is displayed (as relevant to needs of pupils) e.g. pupils have access to personalised fob or board or staff have visual reminders of what pupils need to remain in green zone and what they might need if not in green and referring to this as appropriate in lessons • All adults a giving pupils time to respond (e.g. a silent count to ten before repetition or prompting) • Staff aware of pupils blank levels and using language/questions relevant to their level <p>Additional comments:</p>
LEARNING ENVIRONMENT
<ul style="list-style-type: none"> • The teaching area is tidy and organized to support learning • The seating arrangement enables all children to see teacher • Resources to support learning are readily available • Staff are deployed well to support learning <p>Additional comments:</p>

DIFFERENTIATION AND CHALLENGE

- The pace is suitable to ensure maximum progress for all pupils
- All pupils in the class are engaged
- Planning explicitly demonstrates material/strategies to stretch more able pupils
- The development of independent learning and independence skills are encouraged
- Students are well supported and there are high expectations at all times

Additional comments:

MARKING AND ASSESSMENT

- Praise and verbal feedback is used effectively and in line with the school's marking and assessment policy
- It is clear how learning objectives and success criteria are being applied to promote pupils' learning
- Students are involved in assessing their own learning

Additional comments:

BEHAVIOUR

- PBS plans and strategies are followed consistently to create a positive and appropriate learning environment for each pupil
- Staff are celebrating success, fostering positive attitudes and behaviours (including class rules, reward systems both individual and collective)
- Staff are responding to and managing incidents/behaviours of concern appropriately and effectively
- Staff use all proactive and reactive strategies available to manage behaviour and only using restrictive practices that are set out in the PBS plan as a last resort

Additional comments:

BOOK SCRUTINY

DURANTS SCHOOL – Learning Walks Policy

- Pupils are making progress and their work is improving
- Topic pages are present at the front of every topic
- Marking adheres to the school's policy

Additional comments:

SUMMARY OF LEARNING WALK

What went well

Even better if

OVERALL COMMENT