



DURANTS SCHOOL – POLICY DOCUMENT

Learning Walks

March 2021

*Reviewed & updated: March 2021 (Rachel Carli & Daniela Barzanti)
Next review date: March 2022*

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

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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

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