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Steps to Using Learning Walks to Improve Outcomes and Progress for Students with SEN

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| **Step 1** | ✓ | x | **Actions** |
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| Senior leaders including the Principal actively engaged? |  |  |  |
|  |  |  |  |
| There is an agreement about who will participate and why? |  |  |  |
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| Relevant training teachers have taken part in is logged before the learning walk? |  |  |  |
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| There is an agreement on how classrooms to be visited are selected? |  |  |  |
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| Sufficient time to carry out the full ‘walk cycle’ has been agreed? |  |  |  |
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| There is a clear system for notifying teachers? |  |  |  |
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| There is an agreement on how teachers will be involved? |  |  |  |
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| There is a clear process for agreeing the focus of each learning walk? |  |  |  |
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| **Step 2** | ✓ | x | **Actions** |
| The involvement of students has been discussed and agreed? |  |  |  |
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| There is a clear process for gathering the data and arrangements for analysing it are in place? |  |  |  |
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| The process and time-frame for feeding back to teachers has been agreed and communicated to them? |  |  |  |
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| **Step 3** | ✓ | x | **Actions** |
| Has there been a range of information gained from the learning walk? |  |  |  |
|  |  |  |  |
| Who needs to know about this? | Senior leader:  Teachers:  Students:  Support teacher:  Others: ………………………………………  ……………………………………… |  |  |
|  |  |  |  |
| There is a system in place to share good practice following a learning walk? |  |  |  |
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|  |  |  |  |
| **Step 4** | ✓ | x | **Actions** |
| Sufficient time has been allocated for analysis and reflection following each learning walk? |  |  |  |
|  |  |  |  |
| There is agreement about the type of evidence that will be gathered to help inform discussions following the learning walks? |  |  |  |
|  |  |  |  |
| Other |  |  |  |
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