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

Step 1	✓	х	Actions
Senior leaders including the Principal actively engaged?			
There is an agreement about who will participate and why?			
Relevant training teachers have taken part in is logged before the learning walk?			
There is an agreement on how classrooms to be visited are selected?			
Sufficient time to carry out the full 'walk cycle' has been agreed?			
There is a clear system for notifying teachers?			
There is an agreement on how teachers will be involved?			
There is a clear process for agreeing the focus of each learning walk?			
Step 2	✓	х	Actions
The involvement of students has been discussed and agreed?			
There is a clear process for gathering the data and arrangements for analysing it are in place?			
The process and time-frame for feeding back to teachers has been agreed and communicated to them?			



Step 3	✓	х	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?				
Step 4	✓	х	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				