

Learning Walks Policy



Learning together in a changing world, creating success for all.



Trinity Fields School and Resource Centre

Learning walks policy

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our **“Shared Values and Aims”**.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s **“Rights Respecting School Award”** (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly **“Pupil Participation”** policy and our whole school **“Pupil Participation”** policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to **“Health and Well-being for Pupils”** policy and our whole school **“Health and Well-being”** policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Rationale

This updated policy takes account of Estyn’s supplementary guidance: lesson observations and learning walks (autumn 2017).

Over time we have developed a range of processes that are now well-established and that enable senior leaders and governors to gain first hand evidence about pupil outcomes, the quality of provision and leadership and management. The use of learning walks is one of the activities that allow us to gain this first hand evidence of what is happening within our school.

Learning walks will focus on a specific aspect of the work of pupils across a number of classes, for example standards in literacy or ICT or the quality of targeted support for our pupils with more complex needs.

Due to the focused nature of learning walks and the spread of activity across a number of lessons/classes/areas of the school then the focus will be on what pupils are doing rather than the quality of teaching; this will continue to be evaluated as part of our termly lesson observations.

Aims

Learning walks can have a variety of different purposes. In our school these will include:

- **Monitoring or auditing** practice in a particular area throughout the school;

- **Sharing good practice** and promoting consistency across the departments;
- **Checking pupil progression;**
- Identifying any **training or development needs for staff;**
- Providing **quality time for reflection** and to stimulate professional discussion;
- Ensuring colleagues **observe practice** across the school and **develop a better understanding** of whole school working practices.

How learning walks will be undertaken

Learning walks will form a part of our structured and well-established processes to evaluate the quality of provision within our school and will be undertaken in line with the following principles:

- A designated learning walk team will decide on a focus prior to all learning walks; this might be looking at the effective use of resources, pupil engagement, the learning environment, group work, observing new initiatives, questioning etc.
- The purpose and the focus of learning walks will be shared with the whole staff team in the week prior to the learning walk taking place.
- Details of who will be involved and the date of the learning walk will be provided.
- Learning walks will take place on a termly basis and evidence from these will feed into our self-evaluation and school development planning processes.
- Classes or groups can expect to be visited by observers who will spend no more than 10 minutes in the classroom/area.
- Feedback from learning walks will be recorded on a learning walk feedback form; these will reflect the focus of the learning walk. These will be analysed by members of the learning walk team and shared with the whole staff to highlight good practice, positive news and to celebrate what we do well at Trinity Fields.

What are our protocols?

We expect all those who are taking part in learning walks to be respectful and professional at all times. In addition to this the following protocols apply:

- A lead person for the learning walk must be agreed to ensure all protocols are understood and that the time allocation is adhered to;
- Participating staff are involved in any pre-walk discussions;
- Prior to the learning walk, staff should explain to pupils, wherever appropriate that visitors will be coming to their classroom;
- Participants **must** adhere to the agreed focus of the walk;
- No judgemental comments must be made;
- Disruption to pupils' learning must be kept to an absolute minimum;
- Participants should not speak to one another whilst in classrooms/learning areas.

Pre learning walk discussions

This should take place just prior to the classroom visits. All those involved in the learning walk should have a clear understanding of the:

- Protocols and purpose;
- Timetable;
- Focus of the walk;
- Names of those involved;
- Classrooms to be visited;
- Proforma that will be used for gathering evidence.

The learning walk

Participants should spend a maximum of 10 minutes in each classroom. They will 'look and listen' to the learning and make notes that are relevant to the focus. Participants may speak to pupils and staff only if the learning allows for such interactions. Any discussion should be brief and unobtrusive.

After leaving a classroom/area participants should have a few minutes discussion between each visit; this should be quiet and confidential with the purpose of sharing their observations. The evidence gathered must be specific to the focus. This is not a time for open discussion or judgements.

Post learning walk discussions

At the end of the classroom visits, all those involved in the learning walk convene for a focussed debriefing session. They share the observations collected and identify any patterns which may have emerged.

Outcomes

The outcomes from learning walks might include:

- Short written reports highlighting strengths and areas of excellence.
- Brief suggestions of areas that need some further development.
- Identification of good practice and a plan on how to extend that practice across the school.
- A change of policy, practice or routines.
- The need for further information that is required to gain a more detailed picture.

Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
Date of review: Autumn 2020		

As a Rights Respecting School we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC).

This policy enables our pupils to access and enjoy the following articles of the convention:

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.