

DEFINITION

Learning walks are more focused than unplanned classroom visits but should still have a relatively informal feel. They should have one or two areas of specific focus, such as classroom behaviour routines, quality of classroom discussion or effective direction of support staff. These could be either a follow-up from previous development work or be identified through other monitoring or data analysis.

FOCUS

Identify your area of focus and communicate a few days in advance, either by email or at a briefing, that you will carry out a learning walk to focus on one or two specific areas.

BE INVISIBLE

Don't intrude too much on the learning — try to be an unseen observer so you get to see 'typicality' rather than something different to the norm. If the situation allows it, engage in conversation with teachers and children to find out more about what is going on.

MINDSET

Adopt a curious mindset and avoid jumping to hasty conclusions based on first impressions of what you see.

PERSPECTIVES

If you are working alongside someone else, make sure you spend time looking from different angles and in different places.

BIASES

Recognise any of your biases that might have crept in.

FOLLOW UP

Follow up with whole-school feedback, sharing successful things you saw and any areas you need to follow up on.

SUPPORT

Follow up individually with any support or coaching conversations where help might be needed, but keep it light.

