

Faculty Learning Walk Capture Grid

Teacher: _____ Faculty: _____ Group: _____ Date: _____

Reflection Questions	Circle any of the following strategies that are appropriate			Comment(s)
Do teachers create an environment that allows the learner to focus on learning? Are students met at the door ? Are students dismissed in an orderly way? Are displays used well?	Meet & greet effective	Effective starter work	Students focused on learning	
	Displays used well	Effective transitions between tasks	Orderly dismissal	
Does teaching have high expectations for learners' behaviour and conduct? Are expectations applied consistently and fairly? Is this reflected in learners' behaviour and conduct?	Effective climate for learning	Appropriate quantity and quality of work in books	Presentation standards insisted upon, shows improving habits	
Is the scheme of learning being taught coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment? Does learning over time demonstrate this?	Effective sequencing of learning over time evident	Deepening of knowledge, understanding and skills over time	Appropriate differentiation up and down	
Do teachers use assessment, marking and feedback ¹ well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching?	Assessment embedded	Effective, timely marking and feedback	Feedback responded to (purple pen)	
	SPAG/numeracy codes used	Diagnostic feedback (PLCs)	Homework set and responded to	
Is teaching designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts?	Daily, weekly, monthly review opportunities	Questioning is targeted and effective	Deepening of knowledge, understanding and skills over time	
Does teaching respond and adapt as necessary, without unnecessarily elaborate or differentiated approaches? Is modelling ² effectively used?	Modelling learning outcomes	Modelling of exam technique/skills	Exemplar work provided	
	Effective scaffolding	Effective chunking of tasks	Success criteria provided	
Does teaching demonstrate good knowledge of the subject(s) ? Are objectives shared clearly and effectively?	Clear, appropriate learning objectives	Strong subject knowledge evident	Secure grasp of curriculum/specification	
Does teaching check learners' understanding systematically , identify misconceptions accurately and provide clear, direct feedback? Is questioning ³ effectively targeted?	No hands up	Targeted questioning	Wait time used	
	Volleyball questioning	Think-pair-share	Whiteboards	

¹ **Assessment, marking and feedback best practice:** Regular assessment informed by schemes of learning, diagnostic feedback, use of purple pen by students, presentation standards insisted upon, correctional marking, SPAG and numeracy codes.

² **Modelling best practice:** Modelled learning outcomes, exam technique unpacked, sharing success criteria and providing exemplar work

³ **Questioning best practice:** No hands up, targeted questioning, wait time, volleyball questioning, think-pair-share and use of whiteboards.

What went well (*linked to reflection criteria above*)

1.

2.

Development point (*aim to be SMART; specific, measurable, achievable, realistic and time-bound*)

1.

CPL (if relevant)

Following verbal feedback to colleague, email to a) colleague b) AP for Teaching & Learning c) HOF d) SLT link if different to b)