**Learning Walk**

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| --- | --- | --- | --- |
| **Date/period** | **Observers:** | **Area:** | **Focus** |
|  |  |  |  |

**4**= Strength  **3**= Sound **2**= Needs development **1**= Inadequate **N**=Not seen

|  |  |  |  |  |  |  |
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| *Teacher/Subject ➝* |  |  |  |  |  |  |
| Behaviour Management principles are followed. |  |  |  |  |  |  |
| Big Questions/Key Questions are used effectively . |  |  |  |  |  |  |
| Expectations of students are high and scaffolding is effective.. |  |  |  |  |  |  |
| Lessons are obviously part of a sequence, previous learning is referred back to. |  |  |  |  |  |  |
| Explanations are clear and students understand instructions. |  |  |  |  |  |  |
| Questioning (including Hinge points) is frequent and effective. Misconceptions identified and addressed. |  |  |  |  |  |  |
| Lessons include a variety of activities. |  |  |  |  |  |  |
| Knowledge is regularly retrieved. |  |  |  |  |  |  |
| Students have the opportunity to work independently. |  |  |  |  |  |  |

