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| Learning Walk Checklist | | |
| Focus | Example | Comments |
| The environment is tidy, stimulating and supports learning | - Is there a Science working wall?  - Is the Key vocabulary displayed?  - Are key questions displayed?  - Are any Interactive activities available? |  |
| The layout of the room is effective | - Is the display clear to see and use?  - Are the resources clearly labelled and accessible?  - Are chn able to choose their own Science resources if appropriate to the lesson? |  |
| Lessons are chunked effectively – there is adequate time for practice and challenge | - Is there sufficient time for peer/self review?  - Are there opportunities for deeper independent learning?  - Do the chn have enough time to explore the resources and complete their investigation? |  |
| Teacher subject knowledge is good | - Is the key scientific vocabulary being modelled?  - Are misconceptions being addressed? |  |
| Previous learning is revisited | - Is there a progression of learning from previous lessons?  - Are any retention strategies being used? (quizzes, talk time, knowledge dumps, recaps) |  |
| High expectations for behaviour | - Are the children engaged and on task?  - Are the children using the resources safely and correctly? |  |
| A variety of questioning pedagogies utilised | - Are open and closed questions used appropriately?  - Are all staff consistent in their questioning? |  |
| Pupil talk and active engagement | - Are the pupils able to discuss ideas in pairs and groups?  - Are the pupils able to respond to the ideas of others during discussions?  - Are all pupils engaged and involved? |  |
| Outcomes are differentiated so that all ability groups make good progress – drive standards, avoid glass ceilings | - How are the outcomes shown for different ability children?  - Are the children able to record in different ways? (videoed explanation, scribed answers, diagrams) |  |
| Is there sufficient coverage of the topic | - Are the correct number of lessons being covered each week?  - Are all objectives being covered? |  |
| Feedback is clear so that pupils respond and learn from mistakes | - Is learning being pushed on through ‘why’ questions?  - Are comments and feedback addressing misconceptions? |  |
| There are links to Literacy and Maths | - Links made to reading skills? (prediction, questioning, retrieval, word meaning, deducing)  - Links made with maths? (tables, diagrams, graphs, interpreting data) |  |
| Children are aware of and use the success criteria | - Clear success criteria for the lesson?  - Chn able to explain their learning and what they are working towards? |  |