**Learning Walk Checklist – Computing**

Insert school logo here

|  |  |
| --- | --- |
| **Date:** |  |
| **Carried out by:** |  |
| **Year group/class:** |  |

|  |  |
| --- | --- |
| **Checklist/Evaluation** | **RAG** |
| The environment is tidy, stimulating and supports learning. The lesson is prepared. |  |
| Layout of the room is effective. |  |
| Lessons are chunked effectively – there is adequate time for practice and challenge. |  |
| Time is utilised effectively – sufficient time for peer/self review – opportunity for deeper independent  learning. |  |
| Teacher subject knowledge is good. |  |
| Previous learning is revisited. |  |
| High expectations for behavior, positive attitudes lead to strong progress |  |
| A variety of questioning pedagogies utilised involving open/closed HOTS, pupil talk and active engagement |  |
| Outcomes are differentiated, so that all ability groups make good progress – drive standards, avoid glass ceilings. |  |
| Pupils’ interest is sustained through relevant and interesting tasks. |  |
| Teaching professionals contribute actively to learning. |  |
| Engagement is high; tasks are engaging and practical where appropriate. |  |
| Is learning evenly divided across weeks? |  |
| Teachers explain and model learning well. Exemplars and working walls support the modeling of success with high expectations. |  |
| There are links to literacy and numeracy in foundation subjects. When assessing in foundation subjects, the foundation subject skills are the main focus of marking. |  |
| Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. |  |

|  |  |
| --- | --- |
| WWW | EBI |
|  |  |