

Learning Review Criteria

	Transformational	World Class	Developing	Beginning
Resilience		<ul style="list-style-type: none"> Activities enthuse students so they persevere when faced with challenges. 	<ul style="list-style-type: none"> Students find most activities interesting and enjoyable and are keen to learn more. 	<ul style="list-style-type: none"> Students are enthusiastic about some of the activities but may not embrace them fully.
Climate		<ul style="list-style-type: none"> Routines for learning are clear. There is a positive atmosphere. Good relationships are apparent. 	<ul style="list-style-type: none"> Routines for learning are clear. The atmosphere is generally positive. 	<ul style="list-style-type: none"> Routines for learning are not clear. The atmosphere tends to be negative.
Thinking and engagement		<ul style="list-style-type: none"> All students are engaged at all times with sustained opportunities for deep thinking. 	<ul style="list-style-type: none"> Most students are engaged at all times with some opportunities for deep thinking. 	<ul style="list-style-type: none"> Some students are engaged throughout. There is little opportunity for deep thinking.
RWCM		<ul style="list-style-type: none"> Either reading, writing, communication (including oracy and vocabulary building) Maths or ICT skills are intrinsic to the lesson and evidenced through work. 	<ul style="list-style-type: none"> The work includes opportunities to develop any of these skills including oracy and vocabulary building. 	<ul style="list-style-type: none"> Opportunities to develop these skills might be missed or not considered.
Feedback		<ul style="list-style-type: none"> Detailed feedback and reflection takes place following data reports. Regular discussion with students occurs to give clear and detailed guidance of how to improve. 	<ul style="list-style-type: none"> Detailed feedback and reflection takes place following data reports. It is clear that students are provided students with guidance on what needs to be improved. 	<ul style="list-style-type: none"> Some feedback takes place following data reports. Students have had some feedback on how they can improve in key subjects.
Reflection		<ul style="list-style-type: none"> Reflection is a directed part of the lesson. Students respond to feedback with clear actions and by developing their evaluative thinking. 	<ul style="list-style-type: none"> Students reflect on their learning but some opportunities are missed. Some students respond to feedback and questioning. 	<ul style="list-style-type: none"> Reflection may be a directed part of the lesson. Students might respond to feedback and questioning.
Student ownership		<ul style="list-style-type: none"> Students can explain where they are in their learning and what the purpose of the learning. They are aware of what they need to do to progress their own social and self-development. 	<ul style="list-style-type: none"> Students can describe where they are in their learning and what the purpose of it is. They may be aware of what they to do to progress their own social and self-development. 	<ul style="list-style-type: none"> Students may be unable to describe where they are in their learning and the purpose of the learning. They are unaware of what they need to do to develop their own self and social development.

Learning Review Form					
Teacher:		Reviewer:		Date & time:	
Teaching group:		Subject:		Number of students:	
Review focus Duration of review Full <input type="checkbox"/> Drop in <input type="checkbox"/>	General		Resilience		
	Climate		RWCM		
	Thinking and engagement		Feedback		
	Reflection		Student ownership		
	Specific student group focus				
Summary of main points:					
Key strengths:					
Strategies or techniques to share:					
Agreed areas for development:					

Transformational

Staff achieving this level in specific aspects may be asked to work with colleagues to support pedagogical development. This should be selected if staff are willing to potentially support other staff. This may be through professional learning sessions, coaching or other forms of collaboration.

Learning Walk

Name		Focus:	
Date:		Class:	

Learning Walk Descriptors	EXCEEDING	SUCCESSFUL	DEVELOPING	EMBEDDED
How effective are support staff in promoting and supporting learning?	<ul style="list-style-type: none"> TAs are highly effective in promoting rapid learning for groups of pupils of all aptitudes and needs. 	<ul style="list-style-type: none"> TAs are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress. 	<ul style="list-style-type: none"> Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'. 	<ul style="list-style-type: none"> TAs do not support meeting the needs of groups of pupils, so their learning is limited either by too much being done for them, rather than being helped to do the work for themselves, or by too little support being provided.
How well does the learning promote opportunities to develop core skills?	<ul style="list-style-type: none"> The work includes appropriate opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working. 	<ul style="list-style-type: none"> The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT. 	<ul style="list-style-type: none"> Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'. 	<ul style="list-style-type: none"> The lesson has a negative impact on pupils' reading, writing, Maths and ICT skills.

Learning Walk Descriptors	EXCEEDING	SUCCESSFUL	DEVELOPING	EMBEDDED
<p>How well does the teacher engage pupils and support them to achieve high expectations?</p>	<ul style="list-style-type: none"> Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are resilient, keen to succeed and to learn more, and high expectations of pupil behaviour are supported. 	<ul style="list-style-type: none"> Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher. 	<ul style="list-style-type: none"> Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'. 	<ul style="list-style-type: none"> Pupils are bored by the strategies and tasks, and may become disruptive
<p>How effective is the use of pace and depth of learning for all pupils?</p>	<ul style="list-style-type: none"> The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time, they need such support. As a result, almost all pupils make significant and sustained progress. 	<ul style="list-style-type: none"> The pace of learning is good throughout the lesson as time is used productively. The teacher provides well-targeted support for groups of pupils, including more able and disadvantaged pupils, as appropriate. As a result, most pupils make better than expected progress. 	<ul style="list-style-type: none"> Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'. 	<ul style="list-style-type: none"> Pupils are bored by the strategies and tasks, and may become disruptive.

Learning Walk Descriptors	EXCEEDING	SUCCESSFUL	DEVELOPING	EMBEDDED
<p>How effective is the use of questioning and probing to tease out pupil learning?</p>	<ul style="list-style-type: none"> • Questions tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure. 	<ul style="list-style-type: none"> • The pace of learning is good throughout the lesson as time is used productively. • The teacher provides well-targeted support for groups of pupils, including more able and disadvantaged pupils, as appropriate. • As a result, most pupils make better than expected progress. 	<ul style="list-style-type: none"> • Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'. 	<ul style="list-style-type: none"> • The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. • As a result, progress is inadequate for pupils or groups of pupils.
<p>How effective is formative assessment, feedback and AfL in supporting differentiation and addressing misconceptions?</p>	<ul style="list-style-type: none"> • Systematic formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work. 	<ul style="list-style-type: none"> • Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work; any inconsistencies in assessment are clarified and solved via moderation. 	<ul style="list-style-type: none"> • Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement' 	<ul style="list-style-type: none"> • The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on.

Learning Walk Descriptors	EXCEEDING	SUCCESSFUL	DEVELOPING	EMBEDDED
<p>How well do staff provide for the communication needs of their pupils and implement these to ensure full access to the lesson?</p>	<ul style="list-style-type: none"> • Staff fully understand student's communication needs and timely modifications enable student to be actively understand and be engaged in their learning. • Students have individualised tools tailored to their needs which enable them to communicate and socially interact at their level resulting in clear positive outcomes. • Stimulating and well-presented activities support students to engage increasingly in a range of challenging situations. 	<ul style="list-style-type: none"> • Staff understand the function of communication and social interaction. Communication is modified to enable the student's understanding. • Students are provided with tools and support to enable them to communicate and interact successfully. • Activities enable students to develop SC skills in a range of situations. • Staff support students to manage change and transitions effectively providing the necessary tools. The environment supports independent functioning, choice and decision making, reducing reliance on adults. Life skills and personal safety are facilitated by staff. 	<ul style="list-style-type: none"> • Staff understand the basic functions of communication and social interaction. Communication is modified, but not consistently, to enable the student's understanding. • Students are provided with some tools and support to communicate and interact, but not yet consistently. • Social Communication skills are developed in some situations. • Staff recognise students require support with change and transitions and provide some tools to support this. • The environment supports some independent functioning, choice and decision making and there are some opportunities for the development of life skills and personal safety. 	<ul style="list-style-type: none"> • Staff show limited understanding of communication and social interaction. • Communication is only occasionally modified to help the student's understanding. Students are provided with a few inconsistent tools to support communication and interaction. • Staff do not demonstrate understanding of the difficulties around change and transitions. • The environment does, to some extent, support some independent functioning, choice and decision making with occasional opportunities for the development of life skills and personal safety.

Learning Walk Descriptors	EXCEEDING	SUCCESSFUL	DEVELOPING	EMBEDDED
<p>How well do staff provide for the emotional regulation of their pupils through their transactional supports</p>	<ul style="list-style-type: none"> The environment is well modified and adjusted in response to student needs. Staff effectively support students to use personalised tools to help them remain emotionally regulated and regulating activities are incorporated well during the school day. Students recognise there is time built in for them to enjoy these. Staff are in tune with supporting students who are experiencing difficulties with sensory overload. Staff understanding of how to support emotional regulation through recognition of the underlying causes enables quick and effective de-escalation strategies. Students self-regulate successfully which results in them being ready for learning, build their interests and strengths. They are well supported to understand the emotions of others building positive relationships. Students make meaningful and effective contributions to their community. 	<ul style="list-style-type: none"> Staff understand the challenges in sensory processing and take this into account in modifying the environment. Personalised tools support the students to help them remain emotionally regulated and time is built in for students to enjoy these. Activities are incorporated in recognition of student's arousal levels and these help the students to self-regulate. A range of strategies are implemented to support students who are experiencing difficulties with sensory overload. Staff are aware of their role in supporting the students' emotional regulation and seek to understand the underlying causes. De-escalation strategies are successful, and students are supported to self-regulate which helps them to be ready for learning and build their interests and strengths. Staff support them to understand the emotions of others. 	<ul style="list-style-type: none"> Staff show understanding in the challenges in sensory processing and the environment is somewhat modified. Personalised tools support students to be emotionally regulated but these are not consistently supported. There is little time built in for students to enjoy these. Activities to support student's arousal levels are limited with some understanding of strategies to support students who are experiencing difficulties with sensory overload. Staff are partially aware of their role in supporting the students' emotional regulation and have some understanding of the underlying causes. De-escalation strategies are implemented with some effect on student's self-regulation. Staff show some support to them to understand the emotions of others. Students make some contributions to their community. 	<ul style="list-style-type: none"> Staff show limited understanding in the challenges in sensory processing and the environment has limited modification. There is little support for students to be emotionally regulated. Staff demonstrate limited understanding of strategies to support students who are experiencing difficulties with sensory overload. Staff are partially aware of their role in supporting the students' emotional regulation but there is little understanding of the underlying causes. De-escalation strategies are often ineffective. Students make limited contributions to their community.

List below areas of practice that you noticed went well (www)

List below an area for development (EBI)

Are there any further actions or possible CPD activity which might help to secure the EBIs above?

Review:		Follow up Required?	
Completed by:		Date:	