

Policy/Procedure/Guideline Review

Policy/Procedure/ Guideline:	Learning Walks Policy 2021/22
Senior Manager Responsible:	Deputy Principal Curriculum and Quality
Approved By:	Senior Leadership Team
Date Approved:	13 th December 2021
Next Review Date:	1 st November 2024
Publication:	Staff Hub Nelson and Colne College, Lancashire Adult Learning and Accrington and Rossendale College Website
Changes Made:	Professional Discussion changed to professional learning conversation, additions linked to reflective practice, standardisation activities. Screen shots taken from Curriculum observer showing format of forms

Learning Walks Policy

1. Introduction

1.1 In 2017-18 Nelson and Colne College changed the way in which teaching, training, and assessing colleagues experience the Quality Cycle. This change included the introduction of Learning Walks with a view to:

- providing a vehicle for the College's teachers, trainers, assessors and the leadership team to engage in professional learning conversations-which are positive, helpful and developmental; and that can inform improvements in the learning experience
- developing an 'open door' culture whereby teaching, training and assessing colleagues are both encouraged to, and can be confident in contributing to good practice both within their own teams, and across the organisation as a whole.
- Forming an integral part of the college quality improvement plan

2. Scope

2.1 This policy relates to anyone who has the responsibility for teaching, assessing or training, and those providing advice and guidance to students, including subcontractors. It should be read and understood alongside the documents listed in Section 9 "Related Policies/Procedures".

3. Purpose

3.1 The purpose of this policy is to provide clear guidance so that teaching, training and assessing colleagues across the organisation are able to work together, share good practice, and develop both individually and within teams.

3.2 This policy is in support of the following Strategic Priorities:

- Priority 1 "Deliver a relevant, impactful and high-quality curriculum"
- Priority 4 "Create extraordinary learning and working environment"

4. How Learning Walks Work

4.1 Overview

4.1.1 Learning walks provide a snapshot of the learning that's taking place.

4.1.2 They can take different forms including, but not limited to, dropping in to classrooms, online sessions and visiting learning sessions at an employers' premises, or out in community venues.

4.1.3 Individuals hosting a learning walk are not expected to produce any additional paperwork.

4.1.4 Learning walks take place within a given window identified on the Quality Cycle.

4.1.5 A summary of the Learning Walks Process can be seen in Appendix A.

4.2 Responsibilities of Teachers, Assessors and Trainers

4.2.1 To understand that learning walks have a developmental emphasis, reflect on their practice, to help to inform the professional learning conversations and actions to share good practice and further develop their practice

- 4.2.2 To embrace the process, engaging meaningfully in the professional learning conversation and reflect on actions that follows a learning walk.
- 4.2.3 To keep timetables and/or calendars up to date, where appropriate, with information relating to the room number/location of where the learning is taking place.
- 4.2.4 To understand that expected standards of teaching, learning and assessment need to be met in lessons and learning activities.
- 4.2.5 To provide a notice on the door on occasions where it's not appropriate for a Learning Walk to take place.
- 4.2.6 To ensure that suggestions to support and improve practice, which are agreed through the professional learning conversations following a learning walk, are embraced reflected upon in Curriculum Observer and inform future practice.
- 4.2.7 To share good practice and lessons learnt with their team or across college as agreed to develop best practice across the college.

4.3 Responsibilities of Staff Carrying Out A Learning Walk

- 4.3.1 To understand that learning walks have a developmental and supportive emphasis; and that they encourage appropriate professional dialogue on improving practice.
- 4.3.2 To arrange for a professional learning conversation to take place after a learning walk, at a time that is mutually convenient, but also within the timeframe agreed in this Policy.
- 4.3.3 To agree key priorities of sharing good practice and areas for development. Checking previous priorities have been completed
- 4.3.4 To attend learning walks training; which can include coaching and mentoring sessions and updates, making sure that they apply the principles of the learning walks consistently and fairly.
- 4.3.5 To be involved in standardisation activities which can include dual learning walks, professional learning conversations and standardisation of how documentation is completed
- 4.3.6 To understand current standards of teaching, learning and assessment that apply to the different learning contexts, for example new standards in apprenticeships.
- 4.3.7 To ensure lessons learnt and sharing of good practice is discussed and demonstrated in subject teams or divisions following a series of learning walks, that is helpful, constructive and encourages professional dialogue about Teaching Learning Assessment within the team.
- 4.3.8 To ensure that appropriate and high-quality professional development, learning and support is available and promoted where appropriate.
- 4.3.9 To consider whether or not practice seen could inform self-assessment.
- 4.3.10 To share more broadly any excellent practice seen and lessons learnt during a learning walk, in order to add to best practice knowledge across the organisation.
- 4.3.11 To complete and submit the record of each learning walk (example Appendix C) on Curriculum Observer within one working week of the learning walk taking place.
- 4.3.12 CLT to schedule learning walks for their team at the beginning of each term for that term into Curriculum Observer, ensuring all staff have been seen throughout the year.
- 4.3.13 Heads of Division and Heads of Curriculum to ensure that they regularly review staff actions and sign them off, when staff have reflected, completed and closed off their actions

4.4 Responsibilities of the Quality Improvement Team

- 4.4.1 To facilitate appropriate training, support and guidance to all staff involved in learning walks.
- 4.4.2 To collect feedback about the impact of learning walks from a teacher's perspective and to encourage dialogue and review on an annual basis with subject teams through divisional team meetings and HoDs/HoCs through CCT.
- 4.4.3 To ensure that all professional learning conversations are helpful and developmental, and conducted in a confidential and supportive manner.
- 4.4.4 To collate and provide a half termly summary of learning walk activity to HODs, HOCs and Curriculum Leads that will help inform discussion on practice. This will also be live on Curriculum Surveyor for CLT to review at any point.
- 4.4.5 To facilitate a review of the effectiveness of learning walks in supporting developments in teaching, training and assessing.
- 4.4.6 To ensure that professional development and learning is available where requested, following learning walks.

5. Ongoing Development

- 5.1 In order to make sure that learning walks are conducted in a fair and consistent way, those involved in learning walks will receive training and support.
- 5.2 Part of this training and support may include dual learning walks whereby members of the Quality Improvement Team or Leadership Team, accompany the individual completing the learning walk, Professional Learning Conversation and standardise documentation.

6. Learning Walk Outcomes

- 6.1 HODs, HOCs and Curriculum Leads will share a summary of learning walks with their teams at least termly to celebrate areas of good practice, and to work collaboratively to improve best practice.
- 6.2 There may be on occasion, as a result of a professional learning conversation, an agreement for further follow up that includes supportive professional development or a follow up learning walk.
- 6.3 Outcomes of the professional discussion that follow a learning walk may be used to inform My Goals discussions.
- 6.4 Where any repeat learning walks taking place show that suggested improvements are not fully embedded in practice; it may be determined that a formal observation should take place, in line with the College's Observation of Teaching, Learning and Assessment Policy.

7. Dissemination

- 7.1 This Policy will be accessible to all staff on the staff extranet and via Quality, on request.

8. Monitoring and Review

- 8.1 This Policy will be reviewed by the Assistant Principal (academic).

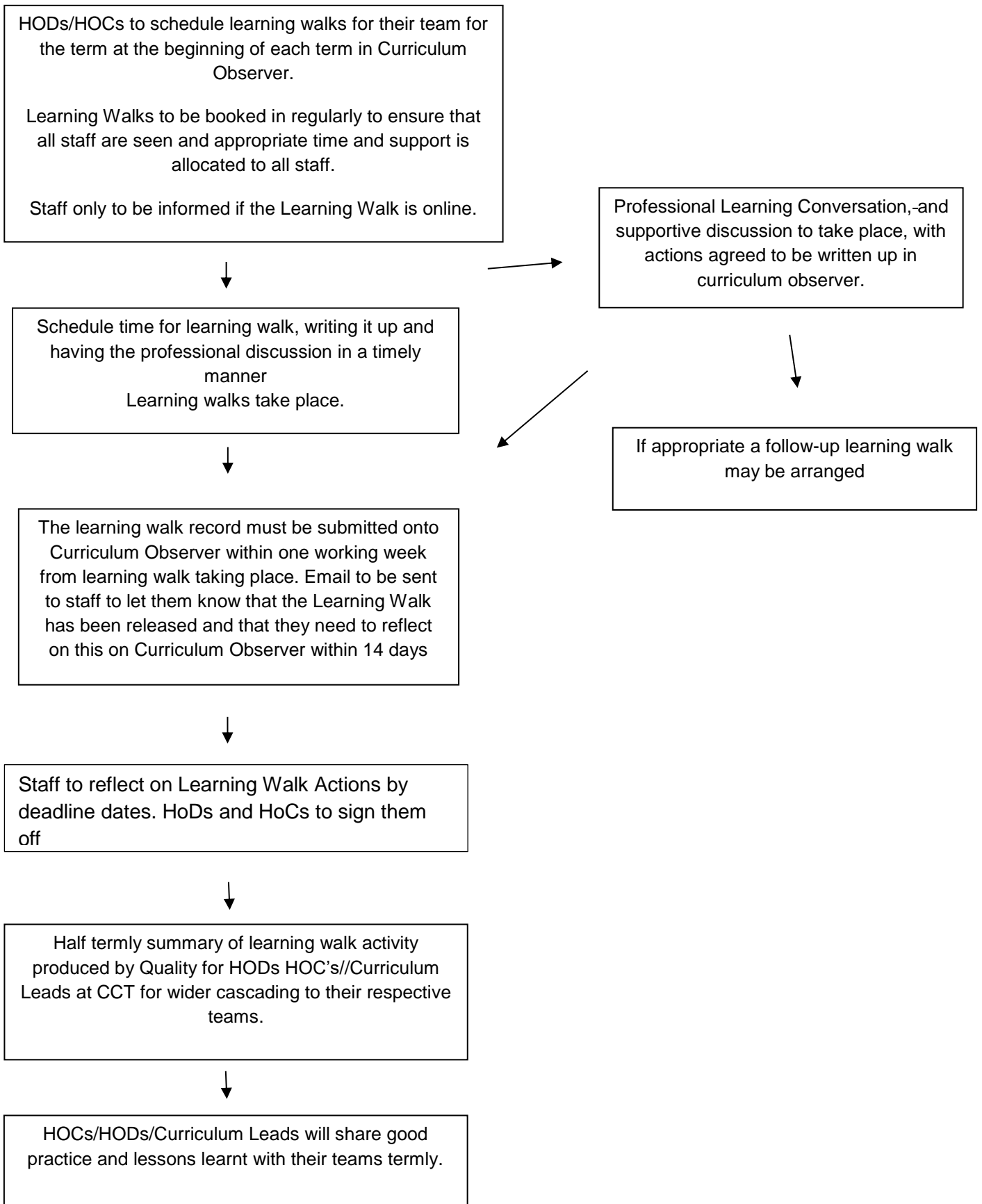
9. Related Policies/Procedures

- 9.1 This policy is to be read in conjunction with the following documentation:
- The Quality Cycle(s)
 - College Quality Strategy
 - Observation of Teaching, Learning and Assessment policy
 - My Goals and Professional Development Plan Policy
 - Contracts of Employment
 - Common Inspection Framework
 - Be Phenomenal Strategy

10. Management Responsibility

- 10.1 This Assistant Principal (Academic) has management responsibility for this policy within The Nelson and Colne College Group

Appendix A – Learning Walk Process



Appendix B – Guidance on Carrying out a Learning Walk

Carrying out a Learning Walk

A learning walk could last for up to 20 minutes. The visitor to the lesson may decide to stay longer if there are particularly good examples of practice, or to capture a richer view of the learning experience. If this is the case, this will be in agreement with the member of staff.

The colleague carrying out the learning walk must:

- Be as unobtrusive as possible
- If it is appropriate to speak to students or Learning Support Assistants, this must be done in as unobtrusive a way as possible
- Focus on the learning experience and understand how it relates to the standards of teaching, learning and assessment
- Complete the Learning Walk Record on Curriculum Observer

After the Learning Walk

- Arrange for a professional learning conversation-with the individual member of staff within 48hrs of the learning walk taking place, completing actions together in the discussion.
- Release completed record on curriculum observer within a working week from when the Learning Walk has taken place.
- Share areas of good practice and lessons learnt with the team meetings on a termly basis.
- Consult with the Quality Improvement Team on staff development where appropriate.

Appendix C – Learning Walk Record

TEACHER / ASSESSOR / TRAINER			
Name			Line Manager
LEARNING WALK COMPLETED BY			
Lead			Second (optional) <input type="text"/>
Learning Walk Date	<input type="text"/>	09 <input type="text"/> 00 <input type="text"/>	Time spent in session <input type="text"/>
Learning Walk Complete	<input type="radio"/>	By ticking this box you are confirming your learning walk is complete.	
Moderator Sign-Off	<input type="text"/>	By dating & ticking this box you are confirming your moderation is complete.	
Release for Reflection	<input type="radio"/>	By ticking this box you are releasing this form for reflection.	

SESSION OBSERVED			
Course			
Division			
Section			
Provision	<input type="text"/>	Qualaim	<input type="text"/>
Sector Skill Area	<input type="text"/>	Level	<input type="text"/>
Site	<input type="text"/>	Venue / Room	<input type="text"/>
Support Staff Present?	<input type="radio"/> Yes <input type="radio"/> No	Support Name	<input type="text"/>
Subject	<input type="text"/>	Session Duration	<input type="text"/>
No. learners on register	<input type="text"/> 0	No. present	<input type="text"/>
No. late	<input type="text"/>	High Needs	<input type="text"/> 0
Att rate (last 6 wks)	<input type="text"/>		<input type="text"/> 0

Planning ↓	
Good Practice Seen	Area for Development
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
Exceptional Learning Practice to be shared	
<input type="text"/>	

Learners are engaged and can apply what they're learning consistently	↓
Effective Assessment - Initial, Formative & Summative - Checking Learning	↓
Effective Questioning	↓
Effective Marking and Feedback	↓
Target Setting	↓
High Expectations - Stretch & Challenge	↓
Development of English, Maths & Digital Skills	↓
Development of Employability Skills, Links to Industry	↓
Inclusive Practice EDI	↓
Personal Development (British Values)	↓
Prevent	↓
Behaviour and Attitudes	↓
Application of Digital Tech to enhance learning	↓
Assessment - Initial, Formative & Summative, and Effective Questioning: checking learning	↓

Were best practices shared from previous Learning Walk?

Yes No N/A

Were Areas for Development actioned from previous Learning Walk?

Yes No N/A

[Action](#)

Questions and Points for Professional Discussion

Learner Comments

Teacher / Assessor / Trainer Reflection

Comments

Sign Off

By dating and ticking this box you are completing your feedback and reflection

Action planning following a learning walk

Category

Objective

Start Date **Deadline** **Priority**

Action

B / U **A** **Font**

Reflection on Learning Walk

Teacher / Assessor / Trainer Reflection

3900 **ments**

Reflection on actions

Update Action. TEST, Eliza ✕

Category Behaviour and Attitudes

Objective Improve learner behaviour in class

Start Date 08 Jan 2021 **Deadline** 29 Jan 2021 **Priority** Medium

Action Set ground rules with learners on importance of punctuality and if late, knocking to be let in.

Document Training Session - Learning Walks [08 Jan 2021 - Observer: TEST, Hedda Division]

Feedback and Reflection

Feedback 1000

Status Complete & Close Action **Progress** 0% v

Created by TEST, Hedda Division on 08 Jan 2021

Notes
Create Note

Save

Cancel

Status of Action

Deadline	Priority	Status	Progress
31 Mar 2021		Closed	Sign-Off
24 Feb 2021		Closed	Sign-Off
24 Feb 2021		Closed	Sign-Off