

## LEARNING WALK GUIDANCE

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### Teaching non-negotiables

#### Wherever possible, we will always ensure:

- Students are greeted positively as they enter the room - a calm and engaging atmosphere where students are treated with respect.
- An available, suitable seating plan for each class highlighting SEN, PP, High Attaining students and progress.
- An engaging learning environment free from clutter.
- Planners and exercise books are on desks or readily available.
- A brisk start to learning involving an entry activity.
- Assessment for learning is embedded to ensure progress is made explicit for students.
- All marking and feedback is of the quality and quantity expected, maintaining a focus on SPaG, presentation and students clearly illustrating a pride in their work.
- At the end of the lesson, Attitude To Learning grades are modified where appropriate to reflect student engagement before students exit in a calm and orderly manner.

### Focus areas

<b>Focus area 1</b> Challenge - support/ scaffolding for less able and opportunities for deeper learning for more able.	<b>Might look like<sup>1</sup>:</b> - learning aims/objectives stretch and challenge students of all backgrounds/abilities - appropriate differentiation, using approaches which enable students to be taught effectively - promotion of high standards of literacy.
<b>Focus area 2</b> Feedback and assessment facilitate progress.	<b>Might look like<sup>1</sup>:</b> - formative and summative assessment used to secure students' progress - students receive regular, meaningful feedback, both orally and through accurate marking in accordance with TWHS marking policy
<b>Focus area 3</b> Students can articulate what they are learning/doing and why.	<b>Might look like:</b> - Students are clear about what they are doing/learning and why.

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<sup>1</sup> Adapted from the Department for Education's *Teachers' Standards* (2012) <https://www.gov.uk/government/publications/teachers-standards>

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