

# Learning Walk Checklist

A two-page planning and evidence checklist for focused, transparent and proportionate learning walks.

**Keep the walk centred on a learning question. This checklist supports professional enquiry; it is not a lesson-grading tool.**

## Before the walk

- ☐ Write one clear learning question and choose no more than two focus themes.
- ☐ Decide which classes, phases or areas will give a useful spread of evidence.
- ☐ Agree who will take part and how observers will record evidence consistently.
- ☐ Tell staff the purpose, likely timing, evidence use and feedback route.
- ☐ Check that the walk fits your school's agreed policies and professional expectations.
- ☐ Plan how pupil voice, work scrutiny or other evidence might add context if needed.

## During each visit

- ☐ Keep visits brief and focused on the agreed question.
- ☐ Notice what pupils are doing, saying and thinking—not just what the adult is doing.
- ☐ Record observable detail: actions, language, routines, resources and responses.
- ☐ Use neutral phrases such as 'pupils were...' or 'the teacher modelled...'.
- ☐ Avoid grades, labels and conclusions about an individual from a short snapshot.
- ☐ Consider access and inclusion without assuming every pupil needs the same thing.
- ☐ Note useful questions or gaps in evidence for later, rather than resolving them in the room.

## Quick note

|                                     |  |
|-------------------------------------|--|
| Learning question / focus           |  |
| Classes / areas visited             |  |
| Immediate questions—not conclusions |  |

## After the walk

- [ ] Compare evidence across visits before identifying a pattern.
- [ ] Separate strengths, recurring patterns, anomalies and unanswered questions.
- [ ] Test whether the evidence is broad enough for the conclusion being considered.
- [ ] Share strengths and themes without turning feedback into individual surveillance.
- [ ] Choose a proportionate next step: celebrate, clarify, support, investigate or review.
- [ ] Set a review point so the walk contributes to learning rather than a one-off report.

## Synthesis prompts

| What appeared consistently?     | What varied—and what context might explain it? |
|---------------------------------|------------------------------------------------|
|                                 |                                                |
| What strength should be shared? | What question should be explored next?         |
|                                 |                                                |

## Adaptation prompts

|                          |                                                                   |
|--------------------------|-------------------------------------------------------------------|
| <b>Primary</b>           | lesson phase, phonics, adult deployment, routines                 |
| <b>Secondary</b>         | subject curriculum, transitions, disciplinary language, challenge |
| <b>SEND / specialist</b> | communication, regulation, access, individual goals and context   |

The language and examples should change with the setting; transparency, neutral evidence and proportionate conclusions should not.