**Senior Leadership Team Learning Walks October 2016**

The aim of the Learning Walk programme this session and beyond is:

* To enable the Senior Leadership Team with to gain a more holistic view of learning and teaching across the school

The focus of the Learning Walks is shared with the Learning Visits this year and is:

* To find out about learners’ understanding of the four previously identified **Learner Qualities (Responsible, Resourceful, Resilient, Reflective)** and how these apply to learners’ experiences

Each of the five members of the Senior Leadership Team selected two periods during the week beginning the 24th October 2016 in which they would complete Learning Walks.

Once these two periods were identified, they were then allocated four departments to visit during each period. They were asked to speak with three pupils in each of the four lessons about Learner Qualities and how these applied to their learning in that particular subject. Therefore, SLT aimed to speak to 120 learners about their learning. SLT members were also free to note down any of their own observations linked to the Learner Qualities.

Departments were allocated to try to ensure as even a spread as possible across the school. Within the department, the SLT member could then select which classroom and teacher to visit. This flexibility was important as it meant that if a class was, for example, completing a written assessment, or had been taken to work elsewhere, there were other opportunities to speak directly with learners.

SLT were given some suggested ‘starter’ questions, as seen below:

* Can you think of any opportunities you have to be **responsible** in this class?
* If you’re resourceful you find different ways of doing things. Can you think of an example of you or anyone else being **resourceful** in this class?
* Resilient means you keep on going even when you have set backs. Have you ever had to be **resilient** in here?
* When do you get a chance to **reflect** on your work?

However, the actual questions asked of pupils varied according to their year group and the context of their learning during the Learning Walk. Some pupils needed a brief remember about what was meant by each of the Learner Qualities before they could then understand how these worked within the context of the subject or lesson. In general, the pupils in the younger year groups required more support to scaffold their answers. However, all were able to come up with examples as to how they were using the Learner Qualities.

**SLT visited the following subjects**: Art and Design; Business Management (2); CDT; Computing Science; Drama; English (2); French; Geography (2); Graphic Communication; History; Home Economics (2); Maths (3); Modern Studies (2); Music Technology; PE (2); Physics (3); PSE (2); RME; Spanish (2)

The comments below were collated during the Learning Walks. Some are in the words of the learners themselves and others are observations made buy the visitors.

**Responsible: Pupil Comments**

* We use the iPads ourselves (Physics)
* We can choose how to present our work (Geography)
* We have a choice of presentations (Physics)
* We need to make our own PowerPoints (Business Management)
* We do our own research (Business management)
* We have to devise a training schedule tied to our choice of sport and then we have to follow it through to improve and to improve our times. We keep a log on the computer and we have to do all of this at home (PE)
* We need to make it happen. If we are in a group then everyone has a job (RME)
* You need to show respect in the classroom and remember that you’re learning reflects on you and no one else. We had a test yesterday so I had to revise- no one else was going to do it for me (Business Management)
* We have to come up with our own questions to check we know what sort of things the exam will ask (English)
* If we don’t ask good questions then other people won’t be able to answer them so there won’t be much point (English)
* You need to be organised with your notes and know what you need to revise for your exam (Modern Studies)
* We’re doing Work Experience next week so we need to be organised and be on time, and organise transport, and be polite (PSE)
* We know we have to put quite a bit of detail in so that the standard is reached for National 5 (Art and Design)
* I wait to get help from the teacher as I’m more confident doing that than asking my peers (CDT)

**Responsible: Additional SLT Observations**

* One pupil had to leave the class for something and a peer finished off her task for her to help (Home Economics)
* The class know what they are building skills to make work easier in S4 (Geography)
* A pupil who knew they had missed work through absence had borrowed notes to catch up (English)
* A pupils commented on how important it was to have everything you need in the lesson (English)
* Pupils are trusted not to break anything and to get the materials they need without having to ask (Art and Design)
* You need to listen to the teacher and be responsible for bringing your own equipment and using stuff in class e.g. iPads (Geography)

**Resourceful: Pupil Comments**

* We use lots of apps (Physics)
* We have to be resourceful with equipment (Business Management)
* I was resourceful by taping myself talking at home (Spanish)
* I have learning difficulties but I use a net book at home to type up things I’ve done in class (Music Technology)
* We have information we need to access and we need to learn and revise independently using it (Business Management)
* I didn’t understand this vocabulary at first so I listened to the teacher and then decided to put it in my jotter so I could look at it again (Spanish)
* We have lots of resources and use lots of resources because we need to get accurate information and a balanced view (Modern Studies)
* You need to have the right equipment and not let things go to waste. If you don’t know the whole meaning of something you’re reading you can use the words you do know and go from there instead of not doing anything at all (French)
* We know that some pupils have done this work before so can ask for hints and tips (CDT)

**Resourceful: Additional SLT Observations**

* A pupil who did not have the text they needed knew where to find on in the room and borrowed it without fuss (English)
* Pupils asking to come back during Supported Study to access resources in the classroom (History)
* Learners were able to use the books supplied to find the answers themselves (English)
* The pupils are able to use existing resources without asking for new ones and the resources themselves are not expensive (Art and Design)

**Resilient: Pupil Comments**

* We can ask a partner before we ask the teacher (Physics)
* We have to try and get unstuck before asking for help (Business Management)
* I found listening and talking really difficult but practised and practised at home (Spanish)
* I found construction of the past tense difficult but got more opportunities to practise in class and have now got it (Spanish)
* I’m not always good at sports but we’re given drills and we know that if we practise the drills we will improve (PE)
* When you’re stuck trying to make an argument you need to find other ways to word it (RME)
* You need to not panic when you have problem and you need to try to resolve it. When I was stuck revising for my unit assessment I made sure I actually went back over my notes (Business Management)
* Even if you don’t understand it right away you need to try not to get frustrated (Spanish)
* You have to have heart and never give up. On work experiences we’ll be given a task and we’ll just have to do it and believe in ourselves (PSE)
* You keep trying even when you’re stuck and you concentrate on what you do know (French)
* My model didn’t work the first time so I had to find a solution- through using glue! (Art and Design)
* If you get a question wrong or don’t understand it you need to keep trying (Geography)

**Resilient: Additional SLT Observations**

* The recipe hadn’t been followed so the pupils were able to discuss why the scores were needed in scones and the benefits of doing this (Home Economics)
* When a learner was not confident about talking on camera they were encouraged by the teacher and peers to try (Geography)
* A pupil who made a mistake in an answer corrected it by thinking through (Maths)
* A learner who had not added enough detail in answer was able to go back and develop it (Modern Studies)

**Reflective: Pupil Comments**

* There’s a good system for self/peer/teacher/feedback (Geography)
* We do this especially after tests but also on classwork (Physics)
* We need to think about our previous work in S1 and the link with what we’re doing now (Graphic Communication)
* I reflect on progress when doing homework- either I realise I know it or see that I need to do more work on a particular topic (Spanish)
* I had a learning conversation with the teacher and that helped me reflect on strengths and weaknesses (Spanish)
* We’re often given answer sheets to help us correct work (Spanish)
* We make notes then the teacher looks over our notes and makes comments (Music Technology)
* We have a booklet for the unit and after activities we assess ourselves against the outcomes so that we know how we are doing (PE)
* Whole class questioning helps pupils to reflect on performance e.g. ‘How do you know when you are ready to move onto the next stage? (Drama)
* You can look back on what you’ve learned about a religion and then talk about it (RME)
* You can look at the vocabulary you have learned and then you work out how to put the single words into a sentence (Spanish)
* We can look at old work we’ve done and learn what we need to do better to keep working on analysis (English)
* This is like evaluating. You think about different methods you know and what methodology will work best (Modern Studies)
* We can look back on experiences we’ve had in real life and what we can learn from them and what we might do differently (PSE)
* If you’re doing a test you can look back on vocabulary and spend extra time on the things you work out you’re not confident on (French)
* We think about what the work looks like and how we can improve (Art and Design)
* When you draw, you can think about what you have created and what to do next (Art and Design)
* You can look back over your jotter work (Geography)

**Reflective: Additional SLT Observations**

* Learners were able to talk about why dough has to be kneaded and about the effects of bicarbonate of soda/ baking powder (Home Economics)
* Interview and survey techniques were practised in class and improved before going public (Geography)
* Simply smiley/ straight/ frowning faces were added when asked to think about the work for the day (Maths)
* Time was given to consider about what the teacher was saying and respond after thought (History)
* The lesson began with a look back at what had happened in the previous lesson (History)
* The class teacher was speaking individually to pupils about their performance in an assessment (English)
* The teacher explained to the pupils where some of the homework had gone wrong and how they could learn from it (Art and Design)

**Feedback from the Visible Learning Working Group**

The comments above were shared with the Visible Learning Working group and its members reflected on the first round of Learning Walks. Every member of the working group had been visited and members were universally positive about the experience. They commented on the benefits of a highly visible SLT. They indicated that there were some inconsistencies in terms of the extent to which SLT members engaged directly with learners, though recognised that this may have been through a reluctance to be seen as ‘interrupting’ activities. The group was in agreement that they would like the opportunity to be able to invite members of SLT in to see some of the work they and their learners are most proud of.

**Next steps**

Members of the Senior Leadership Team will engage with another round of Learning Walks next term. They will have the same broad focus in terms of the Learner Qualities but will try to visit different departments and teachers to continue to develop their knowledge of learning and teaching across the school. The desire of teachers to add to this process by inviting SLT into specific lessons will be considered.

*The key messages in this report and associated challenge questions will be shared with staff at the CAT session the 13th December 2016.*