SHEEP DIP LANE PRIMARY SCHOOL

Governors Learning Walk Report 25th November 2016

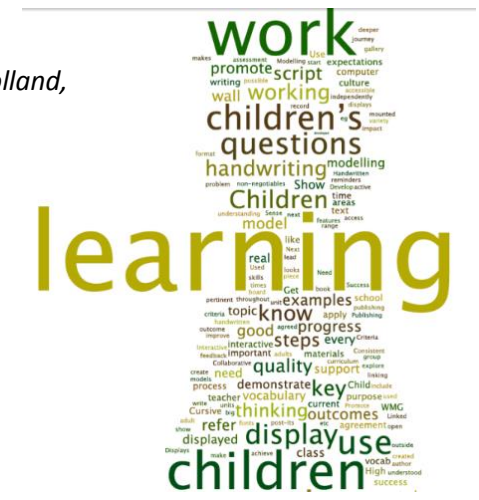
0% of classrooms showed this practice The learning environment is welcoming, organised and purposeful It has identified learning areas e.g. book corner, learning walls, topic displays and curriculum areas. Pupil books and other learning resources are stored in a neat, tidy and accessible way. Resources are clearly labelled for easy independent access.
57% of classrooms overall showed this practice Learning environment is well organised and stimulating and contains evidence of high standards of expectation. This can be identified by the organisation of resources, the quality of learning on display and through the quality of modelling.
43% of classrooms overall showed this practice The learning environment is aspirational with every area providing models of excellence. Key vocabulary, examples of modelling and learning walls reflect the highest expectations and are used by pupils to enhance the learning.
14% of classrooms overall showed this practice The learning environment is an inspirational place to learn. There is multiple evidence that the environment is used to resource and enhance the learning, build collaboration and reflects the school's ethos and values.

Strengths from the learning walk with Governors on 25.11.16 were:

- ✓ **Extended writing evident in classroom final outcome displays.**
- ✓ All classrooms have high quality reading areas with a wide range of text types for the children to access and read. All have an author focus of the term to develop knowledge and encourage reading.
- ✓ Resources were consistently high quality to support learning.
- ✓ Learning walls (Literacy/Maths)were evident in all classes now to support learning.
- ✓ Teacher modelling to support learning, show handwriting expectations or key vocabulary was evident in most classrooms in labelling, on learning walls or washing lines.

Areas for development from the learning walk are:

- ➢ Class teachers need to continue to show the learning process and progress over time, examples to use can be photocopies of initial drafts final piece of Pic Collage images to show the development, or annotated photos or observations.
- ➢ Marking on all learning needs to be evident and pupil responses to this, if final published pieces evidence this through AFL triple impact marking.
- ➢ Share good practice models of evidence of children's responses to interactive learning areas displayed or in a photo book.
- ➢ Maths learning walls to show the step by step processes to support the learning that week and KPI's or main stickability points wanting to be achieved by the end of the lesson/unit.

Governors involved: *Mrs J Thomas (Chair), Mrs D Wright (Vice chair), Mrs K Holland,*

Mrs F Parish, Mrs A Parkhurst