

## SHEEP DIP LANE PRIMARY SCHOOL

Governors Learning Walk Report 26<sup>th</sup> November 2015



### EMERGING 10% 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.

### DEVELOPING 60% 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.

### HIGHLY ACCOMPLISHED 10% 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.

### EMBEDDED EXCELLENCE 20% 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 26.11.15 were:

- ✓ All classrooms displayed quality outcomes of children's learning which show their progress and the school's ethos of high expectations.
- ✓ All classrooms have high quality reading areas with a wide range of text types for the children to access and read. Almost all have an author focus of the term to develop knowledge and encourage reading.
- ✓ Resources were consistently high quality to support learning.
- ✓ Learning walls were evident in almost all classes to support learning.
- ✓ Teacher modelling to support learning, show handwriting expectations or key vocabulary was evident.

### Areas for development from the learning walk are:

- Displays need to show the learning process and progress over time.
- Marking on all learning needs to have posed questions, prompts to correct or actions in green to further improve learning outcomes followed by re-marking to check.
- 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.

