

Policy/Procedure/Guideline Review

Policy/Procedure/ Guideline:	Learning Walks Policy 2024/25
Senior Manager Responsible:	Vice Principal (Academic)
Approved By:	Senior Leadership Team
Date Approved:	November 2024
Next Review Date:	July 2026
Publication:	Staff Hub Nelson and Colne College, Lancashire Adult Learning and Accrington and Rossendale College Website
Changes Made:	Minor changes to refer to learning and development team; relate to new strategic aims;

Learning Walks Policy

1. Introduction

- 1.1 In 2017-18 Nelson and Colne College introduced Learning Walks with a view to:
- this forming an integral part of individual staff CPDL, providing a vehicle for the College's teachers, trainers, assessors and the leadership team to engage in professional learning conversations which are positive, helpful and developmental; and that can inform improvements in Teaching and Learning and Assessment and the learning experience;
 - developing an 'open door' culture whereby teaching, training and assessing colleagues are both encouraged to, and can be confident in contributing to good practice both within their own teams, and across the organisation as a whole;
 - identifying areas for development that individuals can focus on to develop and improve their practice, that would have a direct impact on learners learning;
 - forming an integral part of the college quality improvement plan.

2. Scope

- 2.1 This policy relates to anyone who has the responsibility for teaching, assessing or training, and those providing support, advice and guidance to students, including subcontractors. Where employers are involved in Learning Walks, they are there to focus on supporting to inform curriculum development, looking at sector specific technical skills and work ready skills and behaviors. It should be read and understood alongside the documents listed in Section 9 "Related Policies/Procedures".

3. Purpose

- 3.1 The purpose of this policy is to provide clear guidance so that teaching, training, assessing and ALS colleagues across the organisation are able to work together, share good practice, and develop both individually and within teams.
- 3.2 This policy is in support of the following Strategic Priorities:
- Priority 1 "Deliver a relevant, impactful and high-quality curriculum"
 - Priority 4 "Create extraordinary learning and working environment"

4. How Learning Walks Work

4.1 Overview

- 4.1.1 Learning walks provide a snapshot of the learning that's taking place.
- 4.1.2 They can take different forms, including, but not limited to, dropping in to classrooms, online sessions and visiting learning sessions at an employers' premises, or out in community venues.
- 4.1.3 Individuals hosting a learning walk are not expected to produce any additional paperwork.
- 4.1.4 Learning walks take place within a given window identified on the Learning and Development / Quality Improvement Cycle.
- 4.1.5 A summary of the Learning Walks Process can be seen in Appendix A.

4.2 Responsibilities of Teachers, Assessors, Tutors, LSTs and Trainers

- 4.2.1 To understand that learning walks have a developmental emphasis, reflect on their practice, to help to inform the professional learning conversations and actions to share good practice and further develop their practice

- 4.2.2 To embrace the process, engaging meaningfully in the professional learning conversation and reflect on actions that follow a learning walk.
- 4.2.3 To keep timetables and/or calendars up to date, where appropriate, with information relating to the room number/location of where the learning is taking place.
- 4.2.4 To understand that expected standards of teaching, learning and assessment need to be met in lessons and learning activities. These are outlined in the NCCG Teaching and Learning Formula and The Classroom Culture Guidance.
- 4.2.5 To ensure that suggestions to support and develop practice, which are agreed through the professional learning conversations following a learning walk, are embraced reflected upon in Curriculum Observer and inform future practice.
- 4.2.6 To share good practice and lessons learnt with their team or across college as agreed to develop best TLA practice across the college.

4.3 Responsibilities of Staff Carrying Out a Learning Walk

- 4.3.1 To understand that learning walks have a developmental and supportive emphasis; and that they encourage appropriate professional dialogue on developing practice.
- 4.3.2 To arrange for a professional learning conversation to take place after a learning walk, at a time that is mutually convenient, but also within a 48 hour timeline.
- 4.3.3 To agree key priorities of sharing good practice and areas for development. Checking previous priorities have been completed.
- 4.3.4 To attend learning walks training; which can include coaching and mentoring sessions and updates, making sure that they apply the principles of the learning walks consistently and fairly.
- 4.3.5 To be involved in standardisation activities which can include dual learning walks, professional learning conversations and standardisation of how the documentation is completed on Curriculum Observer.
- 4.3.6 To understand current standards of teaching, learning and assessment that apply to the different learning contexts, for example new standards in apprenticeships.
- 4.3.7 To ensure lessons learnt and sharing of good practice is discussed and demonstrated in subject teams or divisions following a series of learning walks, that is helpful, constructive and encourages professional dialogue about Teaching Learning Assessment within the team.
- 4.3.8 To ensure that appropriate and high-quality professional development, learning and support is available and promoted where appropriate.
- 4.3.9 To consider whether or not practice seen could inform self-assessment.
- 4.3.10 To share more broadly any excellent practice seen and lessons learnt during a learning walk, in order to add to best practice knowledge across the organisation.
- 4.3.11 To complete and release the record of each learning walk (example Appendix C) on Curriculum Observer within one working week of the learning walk taking place.
- 4.3.12 CLT to schedule learning walks for their team at the beginning of each term for that term into Curriculum Observer, ensuring all staff have been seen throughout the year, with an aim that staff will be seen at least twice a year.
- 4.3.13 Heads of Division and Heads of Curriculum to ensure that they regularly review staff actions and sign them off, when staff have reflected, completed and closed off their actions.

4.4 Responsibilities of the Learning and Development / Quality Improvement Team

- 4.4.1 To facilitate appropriate training, support and guidance to all staff involved in learning walks.
- 4.4.2 To collect feedback about the impact of learning walks from a teacher's perspective and to encourage dialogue and review on an annual basis with subject teams, through divisional team meetings and HoDs/HoCs through CCT.
- 4.4.3 To ensure that all professional learning conversations are helpful and developmental, and conducted in a confidential and supportive manner.
- 4.4.4 To collate and provide a termly summary of learning walk activity to HODs, HOCs and Curriculum Leads that will help inform discussion on practice and CPDL activities. This will also be live on Curriculum Surveyor for CLT to review at any point.
- 4.4.5 To facilitate a review of the effectiveness of learning walks in supporting developments in teaching, training and assessing.
- 4.4.6 To ensure that professional development and learning is available in response to the data collected from learning walk comments on areas for development across college, within departments and for individuals.

5. Ongoing Development

- 5.1 In order to make sure that learning walks are conducted in a fair and consistent way, those involved in learning walks will receive training and support.
- 5.2 Part of this training and support may include dual learning walks whereby members of the Learning and Development Team / Quality Improvement Team or Leadership Team, accompany the individual completing the learning walk, Professional Learning Conversation and standardise documentation.

6. Learning Walk Outcomes

- 6.1 HODs, HOCs and Curriculum Leads will share a summary of learning walks with their teams at least termly to celebrate areas of good practice, and to work collaboratively to develop best practice.
- 6.2 There may be on occasion, as a result of a professional learning conversation, an agreement for further follow up that includes supportive professional development or a follow up learning walk.
- 6.3 Outcomes of the professional discussion that follow a learning walk may be used to inform My Goals discussions.
- 6.4 Where any repeat learning walks taking place show that suggested improvements are not fully embedded in practice; it may be determined that a formal observation should take place, in line with the College's Observation of Teaching, Learning and Assessment Policy.

7. Dissemination

- 7.1 This Policy will be accessible to all staff on the Staff Hub and via the Learning and Development Team, on request.

8. Monitoring and Review

- 8.1 This Policy will be reviewed by the Vice Principal (academic) and SLT.

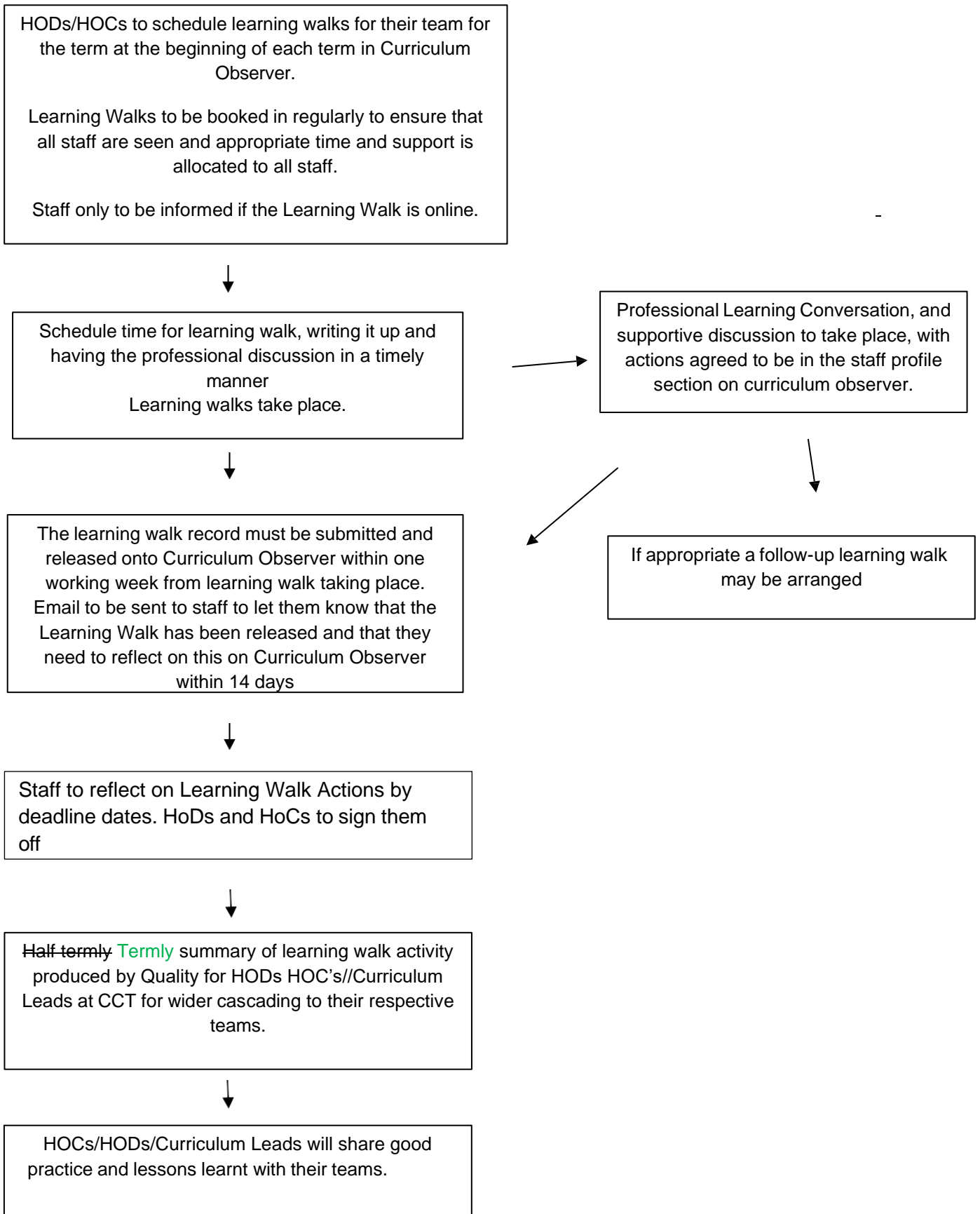
9. Related Policies, Procedures & Documents

- 9.1 This policy is to be read in conjunction with the following documentation:
- The Quality Cycle(s)
 - Learning Development Cycle
 - College Quality Strategy
 - Observation of Teaching, Learning and Assessment policy
 - My Goals and Professional Development Plan Policy
 - Contracts of Employment
 - Common Inspection Framework
 - Be Phenomenal Strategy
 - Teaching and Learning Formula
 - Classroom Culture Guidance
 - Learning Walk – Guidance for Employers

10. Management Responsibility

- 10.1 The Assistant Principal (Academic) has management responsibility for this policy within The Nelson and Colne College Group

Appendix A – Learning Walk Process



Appendix B – Guidance on Carrying out a Learning Walk

Carrying out a Learning Walk

A learning walk could last for up to 20 minutes. The visitor to the lesson may decide to stay longer if there are particularly good examples of practice, or to capture a richer view of the learning experience. If this is the case, this will be in agreement with the member of staff.

The colleague carrying out the learning walk must:

- Be as unobtrusive as possible
- If it is appropriate to speak to students or Learning Support Assistants, this must be done in as unobtrusive a way as possible
- Focus on the learning experience and understand how it relates to the standards of teaching, learning and assessment
- Complete the Learning Walk Record on Curriculum Observer

After the Learning Walk

- Arrange for a professional learning conversation with the individual member of staff within 48hrs of the learning walk taking place, completing actions together in the discussion.
- Release completed record on curriculum observer within a working week from when the Learning Walk has taken place.
- Share areas of good practice and lessons learnt with the team meetings on a termly basis.
- Consult with the Learning and Development Team on staff development where appropriate.

Appendix C – Learning Walk Record

TEACHER / ASSESSOR / TRAINER			
Name			Line Manager
LEARNING WALK COMPLETED BY			
Lead			Second (optional) <input type="text"/>
Learning Walk Date	<input type="text"/>	09 <input type="text"/> 00 <input type="text"/>	Time spent in session <input type="text"/>
Learning Walk Complete	<input type="radio"/>	By ticking this box you are confirming your learning walk is complete.	
Moderator Sign-Off	<input type="text"/>	By dating & ticking this box you are confirming your moderation is complete.	
Release for Reflection	<input type="radio"/>	By ticking this box you are releasing this form for reflection.	

SESSION OBSERVED			
Course			
Division			
Section			
Provision	<input type="text"/>	Qualaim	<input type="text"/>
Sector Skill Area	<input type="text"/>	Level	<input type="text"/>
Site	<input type="text"/>	Venue / Room	<input type="text"/>
Support Staff Present?	<input type="radio"/> Yes <input type="radio"/> No	Support Name	<input type="text"/>
Subject	<input type="text"/>	Session Duration	<input type="text"/>
No. learners on register	<input type="text"/> 0	No. present	<input type="text"/>
		No. late	<input type="text"/>
		High Needs	<input type="text"/> 0
		Att rate (last 6 wks)	<input type="text"/> 0

Planning ↓	
Good Practice Seen	Area for Development
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
Exceptional Learning Practice to be shared	
<input type="text"/>	

- Planning ↓
- Intent and Objectives ↓
- Learners are engaged and can apply what they're learning consistently ↓
- Effective Assessment - Initial, Formative & Summative - Checking Learning ↓
- Effective Questioning ↓
- Effective Marking and Feedback ↓
- Target Setting ↓
- High Expectations - Stretch & Challenge ↓
- Development of English, Maths & Digital Skills ↓
- Development of Employability Skills, Links to Industry ↓
- Technical/Industry Skills development ↓
- Inclusive Practice EDI ↓
- Personal Development (British Values) ↓
- Prevent ↓
- Behaviour and Attitudes ↓
- Application of Digital Tech to enhance learning ↓

Were best practices shared from previous Learning Walk? Yes No N/A

Were Areas for Development actioned from previous Learning Walk? Yes No N/A

Questions and Points for Professional Discussion

Learner Comments














Employer Suggestions

Teacher / Assessor / Trainer Reflection

Comments

Sign Off By dating and ticking this box you are completing your feedback and reflection

Action planning following a learning walk

Category	<input type="text"/>					
Objective	<input type="text"/>					
Start Date	<input type="text" value="04 Oct 2021"/> 	Deadline	<input type="text"/>		Priority	<input type="text" value="Low"/>
Action	<div style="border: 1px solid #ccc; padding: 5px;"><p>  B / <u>U</u>  A   Font      </p></div>					

Reflection on Learning Walk

Teacher / Assessor / Trainer Reflection

3800ments

Reflection on actions

Update Action. TEST, Eliza ✕

Category Behaviour and Attitudes

Objective Improve learner behaviour in class

Start Date 08 Jan 2021 **Deadline** 29 Jan 2021 **Priority** Medium

Action Set ground rules with learners on importance of punctuality and if late, knocking to be let in.

Document Training Session - Learning Walks [08 Jan 2021 - Observer: TEST, Hedda Division]

1000 **Feedback and Reflection**

Feedback

Status Complete & Close Action **Progress** 0% v

Created by TEST, Hedda Division on 08 Jan 2021

Notes Create Note

Save

Cancel

Status of Action

Deadline	Priority	Status	Progress
31 Mar 2021		Closed	Sign-Off
24 Feb 2021		Closed	Sign-Off
24 Feb 2021		Closed	Sign-Off