



Fairfield School

Learning Walk Policy

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Learning Walk Policy

This information has been adapted from the NUT guidance for learning walks.

'Learning walks' may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgemental and are a whole-school improvement activity. There should, therefore, be no attempt to use this approach as part of capability procedures or for appraisal.

1. A programme of 'learning walks' should be agreed with teachers so that they know the date, time and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly.
2. The purpose or focus of a 'learning walk' should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual.
3. 'Learning walks' will be conducted with minimum disruption to teachers and pupils.
4. 'Learning walks' will be undertaken in a supportive and professional manner.
5. A maximum of two colleagues will be involved in 'learning walks' at any time.
6. Pupils will not be asked for their views of an individual teacher during 'learning walks'.
9. Those teachers whose classes are visited will be given verbal and written feedback following the 'learning walk'.
10. There shall be no evaluation of an individual teacher during a 'learning walk'.
11. Regular reviews of the operation of 'learning walks' will be held with all staff.
12. Any teacher whose classroom is visited during a 'learning walk' will have the visit counted towards the overall maximum of three observations per year, each of up to an hour in length
13. Any concerns about the implementation of this policy should be raised initially with management by the individual teacher.

