

Proposed Agenda for Behaviour Learning Walk

Purpose of the Learning Walk:

A learning walk is a focused journey around the school to

- Find evidence to support the identification of an area for development
- Enable visioning for further improvement
- Observe the putting into practice of a new approach
- Assess the impact of the implementation of the new approach, whether it be an agreed initiative and/or strategy, and to identify what else needs to be done
- Present evidence to show the consistency of the implementation of this new approach

Definition of behaviour for learning:

For pupils, effective behaviours for learning are; (based on Guy Claxton’s Building Learning Power model)

Resilience	Being ready, willing and able to lock on to learning
Resourcefulness	Being ready, willing and able to learn in different ways
Reflectiveness	Being reading, willing and able to become more strategic about learning
Reciprocity	Being ready, willing and able to learn about and with others

For teachers: 'Behaviour for Learning' is:

- positive – the teacher emphasises expectations, not negative behaviour;
- centred on effective relationships between pupils, and pupil and teacher;
- values and rewards behaviour which maximize pupil learning;
- sets attainable targets for behaviour, based on individual pupils' circumstances;
- relevant and applied to all pupils at all stages.

For pupils with severe, complex and multiple needs, it is the importance of developing engagement which underpins developing good behaviours for learning

Taking into account the needs of the pupils at the school, the learning walk will focus upon how pupils are enabled to develop positive behaviours for learning. It will also focus on how safe the pupils feel, and what the school does to promote their safety

Evidence will include;

- Lesson observations
- Scrutiny of policy & planning re behaviour
- Sampling of individual behaviour plans
- Brief visits to lessons
- Walks around the school during non-lesson time

- Discussions with relevant staff (groups of teachers, groups of TAs, groups of therapists etc.)
- Scrutiny of student’s work
- Scrutiny of the learning environment
- Discussions with students
- Discussion with Governors responsible for the aspect
- Discussion with external agencies working with the school on behaviour (of groups of pupils or individuals)
- Review of parents’ views about behaviour

Suggestions for format of the day:

Focus	With whom?	Comment
Review of lesson observation evidence		What evidence is there in recent lesson observations that all adults are promoting good behaviour?
Scrutiny of policy & planning		How good is the school behaviour policy? How does the SLT know it is being implemented consistently across the curriculum? Discussion with Behaviour & Safety lead – to include focus on teaching of phonics. Analysis of sample of curriculum planning across subjects and key stages (EYFS, KS1,KS2) – how well are individual needs, including challenging behaviours, being met How good are individual behaviour plans? How does the school inform all staff about each pupil’s behavioural needs?
How are pupil’s PLP / IEP behaviour targets addressed in lesson?		Scrutiny of sample of PLPs and lesson plans. Is there a match? Is differentiation good enough?
How well are staff trained in the teaching and learning of behaviour for learning skills – and what is the evidence that this training is implemented and having an impact on progress and achievement in behaviour for learning?		Review of CPD programme for behaviour for learning for groups of staff (teaching and non-teaching)
What is the contribution of therapists and external professional agencies to developing individual pupils’		Discussion with therapists and external professionals, e.g Educational Psychologist

behaviour in school?		
Behaviour & Safety performance indicators - review		Scrutiny of behaviour & safety performance data, i.e. exclusions, incidents, restraints, attendance, bullying etc.
Brief visits to lessons		This is to note how many opportunities there are in brief lesson visits to promote behaviours for learning
Walks around the school during non-lesson time		Break and lunch times are good times to see behaviour for learning in action! Can you provide me with an escort?
Discussions with relevant staff		Have a think about which staff could contribute re behaviour for learning activities in the school
Scrutiny of student's work		We could look at some photographic evidence and samples of personalised learning plans – does the evidence support the behaviour targets?
Scrutiny of the learning environment – how does it promote behaviour for learning		A walk around the school would be useful here.
Discussions with students		Could we have another short discussion where the children can tell me about behaviour and safety in the school?
Preparation for life – life skills		Can we meet with the PSHCE coordinator and go through the PSHCE programme. And discuss how you consciously develop pupils' life skills?
Equalities and discrimination		Do all groups of pupils in the school have good behaviour & safety opportunities?
How well does L&M monitor & evaluate behaviour & safety		Review of monitoring & evaluation processes, including how pupils' behaviours are assessed

Programme will therefore need to include;

1. Meetings with
 - a. Lead for Behaviour & Safety
 - b. Lead for Teaching & Learning
 - c. Group of teachers
 - d. Group of TAs

- e. Groups of therapists/EPs/family liaison worker etc.
 - f. Group of pupils
2. Scrutiny of planning, PLPs, pupils' folders of work/outcomes - members of SLT + JM
 3. Learning walk during lessons
 4. Learning walk at lunchtime / breaktime
 5. Feedback to SLT