Planning the OFSTED learning walk.

OFSTED will decide on the focus of the learning walk – this could be based on the progress made to address issues that featured in the previous Section 5 inspection or any other aspect that has become a priority since.

Ensure that colleagues know what is required of them and are ready for this Inspection event.

Decide on a timetable – this could be between five and 15 minutes for each class.

Know the purpose, focus and any criteria you will be using with the whole staff, including support staff.

In whatever time is available, try to produce a timetable (in whatever form is possible) for the walk.

Focus on the key issues and keep in mind what OFSTED are looking for as evidence.

The Inspector and Headteacher should stand to the side or the edges – avoid distracting pupils from the teacher or blocking someone’s view.

The observers (Inspector and Headteacher) should avoid chatting amongst themselves while the teacher is addressing the class. It is, of course, appropriate for OFSTED to seek answers to questions or clarification of what they have seen from the Headteacher during the tour.

If the pupils are working independently or in groups, observers can mingle, ask questions or simply be a ‘fly on the wall’.

The teacher must know the focus of the Ofsted inspection learning walk.

Every effort should be made to explain the purpose or focus of the learning walk to all relevant staff prior to its commencement.

Learning walks, in these circumstances, should be conducted with minimum disruption to the teacher and pupils.

Learning walks should be undertaken in a supportive and professional manner.

Pupils should not be asked for their views of an individual teacher during the learning walk.
There should be no evaluation of an individual teacher during a learning walk.

**The following would produce a positive outcome to this particular Inspection event.**

- Positive learning relationships were evident
- There was clarity of purpose
- Pupils were stretched and challenged
- There was a variety of learning methods
- Pupils contribute to the assessment process
- There was autonomy evident in the learning
- There were opportunities for the learners to demonstrate their understanding
- There was rehearsal and reflection
- Learners experienced success
- There was evidence of learning beyond the classroom

**Pupil Interviews**

During Pupil Interviews Ofsted will want to know that pupils understand what marking and the associated comments mean in their work.

Pupils are given advice on how to improve work or how to move on to the next stage.

Learners know their targets and are given advice on how to meet these targets.

The teacher helps pupils to understand what a **good** answer looks like.

Time is given to review other pupils and their own work.

Ofsted may probe to find out if pupils find teacher's comments on their work helpful?

Do they know how to improve their work?

How teachers help to improve their work?

How pupils know whether they have achieved the learning outcomes for the lesson.

How teachers could improve the way they explain information.

The Ofsted Inspectors needs to establish a relaxed atmosphere. He/she should also ensure that pupils understand that the interview is not an assessment.
All schools understand that pupil interviews will be used for SAFEGUARDING issues surrounding the need for children to feel safe in the setting, how they can be responsible for their own safety, what actions they need to take if their safety is compromised and they know the adults they can approach in these circumstances.