

1. Behaviour
2. Children’s learning
3. Presentation of work
4. Are the children able to tell you what they are doing?
5. Marking
6. Focus for this learning walk: To see how pupils use resources effectively to support their learning.

Start Time: 1pm

Ended: 3.15pm

CLASS	FOCUS 1 BEHAVIOUR	FOCUS 2 LEARNING	FOCUS 3 PRESENTATION (children’s books and lesson)	FOCUS 4 UNDERSTANDING	FOCUS 5 MARKING /TEACHER FEEDBACK
Reception	Good sitting and listening skills observed. Good ability to share. Showed enjoyment, enthusiastic and well mannered.	Pupils were able to use concrete materials like interlocking cubes to count in twos.	Good range of kinesthetic and visual materials. Relevant and inclusive pictorial displays to support children’s learning. Pupils used the cubes to count in twos.	Pupils showed good understanding of the learning objective. They also asked and answered questions that reflected their understanding of the LO.	Verbal praise given to pupils by the teachers.
Year 1	Focused, good listening and participation in the lesson. Eager to start work on worksheets.	Using Easter pictorial worksheets to solve addition problems. Pupils were able to do this by counting the pictures on the worksheets.	Neat writing seen on worksheets. Inviting classroom display showing children’s work and pictorial learning pointers.	Pupils seemed to have a good understanding of the task given. Pupils were able to count the pictures and write the answers with little or no support from the adults.	Teacher and TA ensured that pupils stayed on task.

Year 2	Pupils showed good listening and sitting skills. They also were very engrossed in the learning.	This was a maths lesson about the value of money. Using diagrams on a white board, pupils showed good understanding of the value of money.	Neat and clear handwriting seen in worksheets for this lesson. Interesting and captivating classroom displays to support children's learning.	Using pictorial aids, pupils were able to answer questions on the value of money.	Verbal praise given to pupils.
Year 3	Good sitting and interest in the Easter movie being watched.	Easter story via a movie on the interactive board. Pupils were very engrossed.	Pupils used props and dressed appropriately to represent various bible characters in the Easter story.	Pupils dramatization of the death and resurrection of Jesus showed a good understanding of the reason for Easter.	Good verbal encouragement from the teacher to the pupils before the performance.
Year 4	Good team work as pupils helped each other to get ready for their Easter play.	Rehearsing the lines and songs for the Easter play. Pupils seemed excited and were confident reciting and singing their lines.	Pupils used props prepared by themselves and their teachers to dramatize the death and resurrection of Jesus.	The dramatization through songs and recitation clearly showed a good understanding of the reason for Easter.	Verbal praise by adults.

Year 5	Good verbal interaction between the teacher and the pupils.	This was a circle time for self-reflection and evaluation. The pupils knew their strengths and areas for improvement.	Clear examples given to the pupils by the teacher. Good ethical and intellectual classroom displays to remind pupils of expected goals.	Pupils feedback on self- evaluation showed that they clearly understood areas for personal improvement.	The teacher gave pupils words of motivation.
Year 6	Pupils seemed to be enjoying a debate. They showed respect for the speakers by listening in silence and applauding them afterwards.	Pupils were having a debate on the best source of energy, coal or wind.	Pupils had used internet services and relevant literature to research information for the debate.	Good ability to argue reasonably and confidently in front of peers.	Verbal praise given by teacher.

Additional Comments

The pupils as always, showed outstanding learning behaviour. They are confident, respectful, resilient and continue to take ownership of their learning. Governors were able to see good inclusion practice as evident in the use of adequate learning resources. Pupils individually and collectively made use of visual aids and kinesthetic materials to support their learning. Classroom displays could be seen to support pupils in all areas of learning. The pupils of St. John Fisher continue to thrive in a happy and inviting learning environment.