

# Learning Walk Support Sheet:

Focus	Tasks
Lesson	<ul style="list-style-type: none"> <li>• Quality of talk partner work (use of talk partner card)</li> <li>• Range of contributions (use of learning arena card)</li> <li>• Accurate use of common language (see page 8)</li> <li>• Pupils showing Courageous Presenting (<i>Stand tall, loud and clear</i>) while making contributions</li> <li>• Being Human Dictionary used to enhance standards of emotional literacy</li> <li>• Misconceptions unpicked and managed effectively ("I would just punch him in the face")</li> <li>• Self-reflection – are pupils connecting learning to their own lives?</li> <li>• Active listening when other pupils are speaking</li> <li>• Reference to previous lessons/key concepts (Tornado Zone, Circle of Kindness etc.)</li> <li>• Collaboration skills applied during group work (use of collaboration card)</li> <li>• Competent use of oracy sentence stems (I agree etc.)</li> <li>• Pupils value the opportunity to explore opinions different to their own ("I respectfully disagree with...")</li> <li>• Teacher modelling empathy ("We all fall into the Tornado Zone") to build trust and encourage openness</li> <li>• Pupils given enough time to complete each element</li> <li>• Use of AfL throughout to focus on key discussion points</li> <li>• Safeguarding protocols followed at all times</li> </ul>
Journaling	<ul style="list-style-type: none"> <li>• Use of scaffolds evident</li> <li>• Pupils expressing their thoughts in a range of different ways</li> <li>• Teacher fishing for originality - identifies and then shares (with permission from pupil) original ideas during journaling</li> <li>• Adaptations for SEND/reluctant pupils</li> <li>• Reflection on how lesson can impact own lives</li> </ul>