# Carrying out a PSHE education ‘learning walk’

Rationale

Learning walks can help provide an overview of PSHE education in your school, enabling you to identify best practice, areas of strength, and areas for development to share with colleagues. They can also be used to determine if agreed subject developments are in place. Learning walks can include aspects such as the learning environment through to elements of teaching and learning.

You might decide to do a learning walk with someone else such as a teacher from a different phase, a Governor or a member of the SLT. To support their professional development, paired learning walks are also beneficial for trainee teachers or those new to teaching the subject. Paired walks give an excellent opportunity for reflection on what was observed and felt.

Make relevant staff aware in advance of the learning walk and what will be involved, including its purpose. You could additionally share with your walking partner, the school’s vision for the subject, the subject action plan and PSHE best practice principles, to set a context for your discussions.

Carrying out a learning walk

Learning walks comprise informal lesson drop-ins and may also include looking at other related areas, such as PSHE book sections in the library and PSHE display boards. The drop-ins could last between 10-15 minutes in each classroom, to capture an impression of the learning taking place and enable you to visit several different classes and teachers in the same lesson slot. This will give you an opportunity to note down key points of feedback based on a snapshot of the lesson, to support the continued development of your team and your own awareness of delivery across the school. Aim to highlight two ‘What went well (WWW)’ and one ‘Even better if (EBI)’ for each teacher you visit (see template below).

In terms of best practice PSHE education pedagogy, you may wish to focus on and highlight in your feedback:

* Pupils adhering to appropriate, agreed ground rules
* Effective distancing through case studies, scenarios, stories, characters etc.
* Use of a positive teaching approach
* Use of inclusive language and resources
* Strategies in place for handling pupils’ questions safely
* Good use of questioning to extend pupils’ understanding
* Good quality, safe PSHE education resources
* Interactive and collaborative activities that balance developing knowledge, skills and attributes
* Myth-busting/True-False activities are avoided or handled with care
* An avoidance of being instructive in, or inspiring, harmful or risky behaviours
* An avoidance of teaching approaches, or resources which may shock, shame or scare pupils
* Sources of support are signposted
* Differentiation, adaptation, and support for pupils who need it, including pupils with increased vulnerabilities
* Appropriate challenge
* Assessment for, and of, learning is integrated into the lesson (including baseline and endpoint assessment activities)

To gain a broader view of provision, you might want to link this information with a more in-depth look at pupils’ books and pupil voice (see [Gather pupils' views](https://pshe-association.org.uk/guidance/gather-pupils-views)).

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | | Observer: | |
| Teacher & class | Lesson topic | What went well (WWW) | Even better if (EBI) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |