Learning Walks

1.1 Self Evaluation for Self Improvement

Collaborative approaches to self-evaluation; Analysis and evaluation of intelligence and data; Impact on learners’ successes and achievements

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pupil Names:

SMT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Focus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The learning demonstrates a clear link to experiences and outcomes in weekly planner and pathways: Yes / No

**Classroom Environment** (Wall displays, health and safety, organisation of seating/resources, SfLA Support)

**Pupil Jotters** (presentation; feedback/assessment – teacher, peer and self; variety of assessment approaches)

**Tracking progress through assessment records/tracking sheet** (teacher self-evaluation, pupil progress over time)

What are you learning?

How will you know if you are successful?

How are you learning? (Individual, group, trios, using IT or active and/or cooperative learning)

Why is this learning important?

**Other comments:**

**Signed:**