






## EFFECTIVE TEACHING AND LEARNING IN KEY STAGE 1

### Learning Walk Prompts

 <b>Environment</b>	 <b>Adults</b>	 <b>Children</b>
How does the learning environment <b>engage</b> learners? (Displays, labels, cues on tables, prompts for spelling)	How do the adults <b>move learning on?</b> (modelling, questioning, making observations, intervening)	Which <b>characteristics of effective learning</b> are being developed? (curiosity, perseverance, resilience, risk taking)
How does the learning environment <b>challenge</b> learners? Interactive displays? Questions?	How does the environment and activity <b>support</b> learning? Resources labelled? Preparation before the lesson?	How are children <b>moving their own learning on?</b> Are they completing and learning from next steps?
How does the environment <b>support</b> learners? Story maps? POR maps? Maths examples? Working walls?	How do adults encourage and develop the <b>characteristics of effective learning</b> ? Questioning? Resilience? Perseverance?	What do you notice about the children's <b>skills, attitudes and interactions</b> ?
How does the environment support <b>independent</b> learning? Phonic maps? Word lists? Explanations?	Are the adults <b>using</b> the words displayed in the environment?	Are the children able to <b>explain</b> what they are learning about, and how they are progressing? (I can now...., I am trying to..)
How does the Year 1 outdoor environment <b>engage</b> learners and <b>support</b> learning? Are there areas represented? Is it exciting to use?	Are the children expected to <b>use the language that they are developing</b> ? (Can you put that word into a full sentence? How would we start that spelling?)	