



LYDIATE  
LEARNING  
TRUST

# Learning Visits

## Secondary



LYDIATE  
LEARNING  
TRUST

ENGAGE, ENABLE,  
EMPOWER

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# Learning Visits - Secondary

This policy should be read in conjunction with the following policies/documentation:

- The Teaching & Learning Policy (2022)
- LLT CPDL Brochure(s)
- Teaching and Learning Remote Handbook
- Reading, Writing, Communication (literacy) policy
- Feedback Policy (2022)
- The Behaviour for Learning Policy (2022)
- SEND Policy (2022)
- Homework Policy
- Self-Evaluation Policy
- Appraisal Policy (2022)
- More Able Policy
- Faculty Inspection Documentation
- Pupil Premium Plan
- Catch up Plan
- Perspectives Templates
- Numeracy Policy
- Performance Management Policy
- Curriculum Policy

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## 1. Principles

The principal purpose of this policy is to raise the Quality of Education through exceptional teaching and learning created by colleagues seeing and then creating great practice. Teaching and learning is at the heart of Lydiate Learning Trust: we believe that all students, irrespective of ability, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential. Learning Visits are an integral part of our approach.

The vision for all Teaching and Learning Programmes is to create a model that fosters continuing professional development for all: the concept of stakeholders studying their craft by continually seeking to improve, learn and develop in order that we engage, enable and empower teachers, leaders and students.

Rosenshine's Principles of Instruction underpin our approach to pedagogy and *Teach Like a Champion (TLaC)* strategies support this approach.

Therefore, and as part of ongoing professional development, LLT Teaching and Learning Programmes will include Learning Visits as valuable learning opportunities to enable staff to continuously seek to improve practice by learning from each other.

Instructional Coaching will also support the development of pedagogy and practice underpinned by *Leverage Leadership* approaches and involve learning visits as part of the process.

## 2. Aims

Learning Visits are central to Lydiate Learning Trust's Continuing Professional Development and Learning (CPDL) ethos to ensure that:

***“We engage with all within our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passion”***

The aims of Learning Visits include:

- Empowering individuals through learning and our CPDL programmes
- Improving the Quality of Education
- Supporting our coaching culture
- Enhancing our “empowering routines” and “deliberate practice” strategies
- Fostering a “can-do” attitude that leads to continuous improvement
- Encouraging colleagues across our schools to work together to support student learning
- Providing a happy, safe, supportive environment where students can learn effectively by sharing excellent practice
- Supporting with consistency of approach in terms of our metalanguage for learning
- Engaging with our students to inspire, contribute and care
- Developing leadership at all levels

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- Committing to having honest conversations about our strengths and our opportunities for growth
- Gathering information about the core work of Teaching and Learning to best provide appropriate CPDL and professional development strategies
- Developing teams working within and across faculties, departments, or other groupings
- Providing teachers with the opportunity to reflect on and discuss their practice with each other and with school management
- Sharing and celebrating success and great practice
- Promoting a collegiate approach to developing learning and teaching.
- Enabling everyone to have a better understanding of the work and professional practice of teachers
- Contributing to professional development
- Supporting with our vision for Reading, via Project L
- Supporting with our vision for Ambition, via Project A

### 3. Types of Learning Visits

Types of Learning Visits might include:

- Walk-Throughs
- Lesson Studies (including as part of Instructional Coaching)
- Project L Visits
- Pastoral Visits
- Formal Lesson Observations
- ECT/Trainee Development Visits
- Governor Visits
- Executive Team Visits
- School Improvement Partner Visits
- Ofsted (as the result of an Inspection)

#### Walk-Throughs & Lesson Studies

Walk-Throughs and Lesson Studies will be undertaken by peers, leaders, or Instructional Coaches – all informal with a view to sharing best practice and supporting our coaching model. Some feedback may be offered via Perspectives and/or verbally. Walk-Throughs/Lesson Studies will include both curriculum and form visits. Via our Walk-Throughs, great practice will be celebrated and shared in our Friday CPDL Mini-Series. Colleagues are also able to invite their peers into their classrooms should they wish to share a particular element of their practice.

#### Formal Lesson Observations (as part of Faculty Reviews)

As part of Faculty Reviews, which are determined by the Headteacher, formal lesson observations are undertaken as part of this process (see Faculty Review Documentation for further information).

#### ECT/Trainee Development Visits

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As a Trust we aim to support all ECTs and trainees as far as is possible and one of the strategies deployed may be to welcome ECTs and trainees into our classrooms to participate and see great practice.

In addition, lesson visits are a very important part of the statutory induction process for ECTs themselves.

## **Governor Visits**

Governors may wish to visit classrooms to become familiar with the school or to observe specific aspects of the curriculum - Governor visits are not observations. Such visits should always be by prior arrangement and follow procedures agreed and specified by the Headteacher.

## **Ofsted (as the result of an Inspection)**

Should a school receive an inspection, lesson visits will be undertaken by Ofsted Inspectors, possibly in conjunction with another school leader, as part of the Deep Dive/Inspection process.

## **4. Additional Support**

At Lydiate Learning Trust we aim to consistently deliver lessons in which the learning and progress is always of the highest quality. In situations where this is not evident the following support/coaching could apply:

- The selection of a support partner/coach
- The development of an appropriate support package that targets main areas for development support could include:
  - Focussed observations of best practice within, or beyond, the faculty in which the teacher works
  - Support with designing appropriate learning activities
  - Attendance at training appropriate to need
  - Coaching and shared experience

(NB This is not an exhaustive list and at Lydiate Learning Trust we aim to provide support that is specifically tailored to need.)

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