



## CHAPTER SIX

### Checklists: Approaching teaching

#### D – When carrying out learning walks:

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- Visit classrooms regularly and across different teachers and year groups.
- Keep visits brief, routine and non-judgemental.
- Enter calmly and avoid disrupting the lesson.
- Scan the room first for readiness, participation, pace and atmosphere.
- Check student work for presentation, completion and subject-specific standards.
- Look for patterns rather than isolated incidents.
- Focus on concrete actions rather than teaching style preferences.
- Check curriculum alignment, routines and agreed department expectations.
- Use neutral questions to explore student understanding where appropriate.
- Leave without making snap judgements or giving immediate reactions.
- Follow up visits consistently using agreed feedback systems.
- Build a picture over time rather than relying on single observations.

#### Y – When aligning your department teaching with whole-school priorities:

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- Stay informed about whole-school priorities and upcoming changes.
- Seek clarity from senior leaders before communicating initiatives to staff.
- Consider how whole-school priorities fit within your subject context.
- Translate whole-school initiatives into clear department systems and routines.
- Identify where changes naturally fit within the curriculum sequence.
- Adapt implementation thoughtfully while maintaining the intent of the initiative.
- Present changes positively and avoid public criticism or cynicism.
- Listen to staff feedback without undermining whole-school direction.
- Protect subject-specific pedagogy while supporting whole-school consistency.
- Monitor implementation through learning walks and department discussions.
- Celebrate examples of successful implementation.
- Refine systems where needed to improve consistency and impact.

#### W – When agreeing teaching behaviours across the department:

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- Decide the level of resource centralisation appropriate for your context.
- Create resources that reduce workload and improve consistency.
- Ensure resources model expected standards, knowledge and vocabulary.
- Provide core materials that support high-quality curriculum delivery.
- Explain the rationale behind resources before implementation.
- Balance consistency of content with autonomy over delivery.
- Avoid over-providing resources that reduce teacher thinking and planning.
- Review resources regularly and refine them based on feedback.
- Create systems for staff to contribute improvements and adaptations.
- Encourage teachers to share effective resources with the wider team.
- Use resources to support curriculum thinking, not replace it.
- Maintain a culture of collaboration alongside resource sharing.



# Five Steps Ahead

## W – When providing department resources:

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- Decide which resources need to be centralised to improve consistency and reduce workload.
- Create resources that reflect the agreed curriculum and teaching approach.
- Explain the purpose and design of resources before they are first used.
- Ensure staff understand how resources should be used within lessons.
- Encourage teachers to adapt delivery to suit individual classes where appropriate.
- Create a system for staff to share adaptations that have been successful.
- Maintain a central location where resource improvements can be recorded.
- Review resources at the end of each unit and identify any changes required.
- Allocate responsibility for reviewing and refining resources across the department.
- Rotate ownership of units periodically to bring fresh perspectives and prevent stagnation.

## D – When creating a culture where staff learn from each other:

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- Model vulnerability by inviting feedback on your own practice.
- Act on feedback so openness becomes part of the culture.
- Establish regular paired learning walks across the department.
- Create routines where all staff observe and learn from colleagues.
- Share effective practice frequently through conversations and meetings.
- Use department time for rehearsal, modelling and strategy refinement.
- Review student work collaboratively to discuss teaching approaches.
- Keep sharing activities regular, low-stakes and highly practical.
- Celebrate successful classroom approaches and resource adaptations.
- Build an open-door culture that reduces isolation and complacency.
- Use collaboration to develop trust, expertise and future leaders.

## Y – When designing homework systems:

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- Design homework to reinforce the core curriculum.
- Prioritise high-leverage knowledge and skills over busywork.
- Create predictable homework routines across classrooms.
- Agree consistent expectations for setting, submission and checking.
- Reduce workload by simplifying homework processes.
- Use common homework structures where appropriate.
- Ensure homework aligns closely with curriculum priorities.
- Make homework manageable for students, parents and staff.
- Centralise systems where this improves consistency and efficiency.
- Review homework regularly to ensure it remains purposeful.