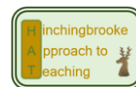
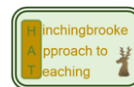


# THE HAT FEATURES IN DEPARTMENTS: HOSPITALITY AND CATERING



1	<p><b>We review learning:</b> The lesson begins with a brief review of recent and previous learning, and learning is reviewed systematically, for example through quizzes and tests.</p>	<p>We review learning at KS3 through a recap of previous recipes and how this relates to the current recipe (students are seen once a fortnight). Questions are asked to gauge knowledge of learning experience.</p> <p>At KS4 we review learning through recapping key terminology, questioning at the start and throughout lessons.</p>
2	<p><b>We make the learning clear:</b> Students are told what they will be learning (learning intentions) and are shown how they can make progress (success criteria).</p>	<p>Teacher demos elements of the practical lesson to give clarity to students and allows for questions to be asked. KS3 majority of lessons practical.</p> <p>PPT are shared via Teams.</p> <p>KS4 theory learning intentions are talked through and explained and linked to the importance of the WJEC specification.</p> <p>Exemplar written coursework is provided and graded together as a team, this gives clarity over grade boundaries.</p>
3	<p><b>We present new learning in small steps:</b> Students are given the opportunity to practise each step thoroughly, to obtain a high success rate.</p>	<p>KS3 again learning tasks are given in demos by teacher first.</p> <p>KS4 Students are taught specific practical skills over a range of weeks to build up knowledge and understanding, this is then revisited to gauge understanding. When revisited, students should be working independently.</p> <p>Theory work is taught, questions asked, exemplars given and then students make their own response.</p>
4	<p><b>We explain clearly and directly:</b> Explicit and detailed instructions and explanations are given throughout the lesson.</p>	<p>Tasks are clearly explained throughout lesson and this is related to the specification and importance of the task.</p> <p>Terminology is introduced. We look at prior learning and future learning opportunities. Objectives are given.</p> <p>In KS3 recipes and methodology is displayed on the projector for the whole lesson, students have their own recipe booklets to review before the lesson.</p>
5	<p><b>We ask questions of everyone:</b> For example, through no-hands-up, cold calling and Think-Pair-Share, EVERYONE is involved and encouraged to think.</p>	<p>We make sure that questions are directed at all students, not just those students who have the confidence to answer, some students may need more time, so questions can be presented and then a time allowance to respond I'll come back to you in 2 minutes.... Thinking time built into questioning.</p> <p>Think, pair, share is a strategy often used.</p>
6	<p><b>We provide models:</b> Evidence of modelling by thinking aloud, by using WAGOLs, worked examples and partially worked examples, and by demonstrating (in practical work).</p>	<p>We allow students to make mistakes, students can have a fantastic learning experience through trial and error. The importance of making mistakes is to identify future adjustments/improvements.</p> <p>We share examples of past project work; students are given time to mark and assess this.</p> <p>We model practical outcome continually.</p> <p>We regularly share feedback with the students and try to get them to identify future improvements.</p> <p>We provide modelling of practical recipes which are uploaded to YouTube, students can revisit this in their own time.</p>

# THE HAT FEATURES IN DEPARTMENTS: HOSPITALITY AND CATERING



7	<p><b>We guide students' practice:</b> Evidence of scaffolds (examples, models and writing frames) and teacher's movement whilst students are working to support and to provide corrections and feedback.</p>	<p>Teacher constantly rotates the room to make sure students are engaged and on task, teacher is able to observe independent learning and peer learning through observation.</p> <p>Teacher provides exemplar for KS4 coursework, past examples are given for students to refer to.</p> <p>Teacher scaffolds demos, partly and fully depending on the practical tasks at hand.</p>
8	<p><b>We require students to practise independently:</b> Clear opportunities for students to work alone, in order to thoroughly practise, for example through timed and un-scaffolded tasks in silence, while monitoring their progress.</p>	<p>Students mainly work independently on practical lessons.</p> <p>Students are asked to work independently on KS4 coursework.</p> <p>Students are given practice exam papers to work through independently.</p>
9	<p><b>We check for understanding:</b> Evidence of questioning to check all students understand by asking them to explain what they have learned and by using all-students' response systems such as quizzes and mini whiteboards; evidence of adaptive teaching in response to the checking of understanding; students are retaught if they haven't got it.</p>	<p>We check for understanding via students modelling the recipe to others.</p> <p>Through the use of questioning we are able to gauge focus areas to concentrate on in future lessons.</p>
10	<p><b>We use retrieval practice systematically:</b> Evidence of retrieval practice to make the learning stick.</p>	<p>We have starter questions to reinforce knowledge from previous lesson.</p> <p>We utilise mini whiteboards when appropriate.</p> <p>We have half termly assessments at Yr 9.</p> <p>Yr 10 is dedicated to submission of final CW, key vocab is explicitly taught, and students should show evidence of learning when writing the final Coursework.</p> <p>Yr 11 students focus on the examination, (once practical coursework is complete), we build in plenty of Q&amp;A throughout this time and small elements of testing in-between and at the end of each element of theory for Unit 1.</p>