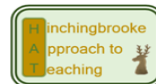


# THE HAT FEATURES IN DEPARTMENTS: ART



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>Always revisit past or prior lesson to re-establish skills/materials/techniques learnt. These may be reinforced by scaffolding video or actual demonstration.</p> <p>Re-focusing of project or theme to encourage and embed independent thinking and learning.</p>
2	<p><b>We make the learning clear:</b> Students are told what they will be learning (eg learning intentions) and are shown how they can make progress (eg success criteria)</p>	<p>Outline of lesson given with key break down of learning stages - specifically within technical and process led lessons. Instructions given for material use and <i>'by the end of the session you should have/know'</i> gives clear account and order to learning.</p> <p>Individual objectives given to students in independent course work lessons.</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>When explaining or showcasing new skills, techniques or processes we give clear step by step demonstration either live or as videos. This scaffolding is reinforced through student examples within the lesson. Students are always encouraged to attempt and try new skills. Being Brave Taking Risks and not Being Precious is ongoing and celebrated.</p>
4	<p><b>We explain clearly and directly:</b> Explicit and detailed instructions and explanations are given throughout the lesson</p>	<p>Subject specific language is used throughout the lesson, project, and all years consistently to provide clarity.</p> <p>Examples of good practice are shown and questioning of students is used to reinforce instructions.</p> <p>Pre-covid demonstrations were used to visually support and model instructions amongst the class - this has been continued either from the front or through using specific modelled videos.</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>All students are encouraged to answer questions, offering easier questions to those less confident. This may also take the form of technical question <i>'how do you do this'</i> to a more personal in-depth <i>'why have you explored that?'</i></p> <p>We challenge through asking open ended questions about meaning and personal choice which allow individual response and no set answer.</p> <p>Group <i>'crits'</i> in KS4 and 5 are valuable tools to ask opinions of all participants and a chance for all to explain their ideas and work.</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>Skill-based learning and learning by doing is at the core of our modelling. We demonstrate through either live time or video examples and reinforce throughout the technical or process challenges. We encourage all students to take ownership of their work, learning and individual outcomes therefore only use WAGOLL within the class to show examples of good practice and not at the start to show what is expected.</p>
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>All of the above.</p> <p>In all practical and technique sessions, students are supported and encouraged to independently respond. Modelling, examples, demonstrations and videos are all employed.</p> <p>Writing and contextual research frames are used as starting points to allow weaker students to understand and gather information.</p> <p>Classrooms are busy proactive areas with teachers actively moving and noticeable.</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 unscaffolded tasks in silence, and we monitor their progress</p>	<p>Students are encouraged after demonstrations or modelling to work independently. Once shown a skill or set objective this is reinforced and plenty of opportunity is given to work on own tasks and independently. Within coursework projects this is especially developed as all work needs to be individually sourced. Monitoring is through verbal and written (recorded) feedback.</p>
9	<p><b>We check for understanding (CFU):</b> Evidence of questioning to check ALL students' understanding. Evidence of adaptive teaching in response to CFU, with students retaught if they have not got it</p>	<p>We check understanding through open and direct questioning. Skills are reinforced by asking <i>'how to do'</i> and <i>'what do you do next'</i> ?</p> <p>Evidence of understanding is seen in responses and successful outcomes.</p> <p>Difficult or more in-depth themes are checked through either peer <i>'crits'</i> or open class discussions where adaptive teaching can tailor questioning to ensure understanding is taking place.</p> <p>Reinforcement and recapping is always ongoing and evident in class and individual objective setting.</p>
10	<p><b>We use retrieval practice systematically:</b> Evidence of retrieval practice that makes the learning stick</p>	<p>Recapping of skills and using examples of good practice are used to build on the foundations of retrieval questioning – <i>'how did you get that, what skill did you use?'</i></p> <p>WWW &amp; EBI both used to independently show and record learning.</p>