

# THE HAT FEATURES IN DEPARTMENTS: English

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>All lessons contain an element of review and reviewing in various forms is considered a key tenet of English lessons. This can take the form of reviewing vocabulary or spelling tests, comprehension low stakes testing, quick quiz and recall and the use of reviews as a settling 'DO NOW' activity. Higher stakes testing occurs once a half term and lower stakes extended writing features as a part of reviewing writing skills intermittently. Online resources – <b>Teams and Seneca</b> – also embed reviewing into homework. Centralised homework introduced this year also allows for more regular, independent review, covering older content alongside current topics. Regular quizzing occurs both informally and as part of whole school Knowledge organiser initiative.</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>Students are equipped with learning plans which are also published to parents. We also use social media to make learning clear to parents and open communication with them. In the lesson, each lesson has a clear focus and this is revisited at several points throughout the lesson. We also make the learning clear through 'Big Question' titles and end goals which are communicated to students. Success criteria are often used in lesson and at Exam key stages we introduce these by AO too. All are clearly signposted on documentation given to the students. Success criteria are used when 'interrogating' models and for self/peer assessment, giving clear 'next steps' for EBIs.</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>New learning is introduced sequenced to prior learning. The review activities are geared towards a transition between old and new learning. Each unit of study contains intermittent low stakes testing and ends with a summative assessment marked by the teacher. This also has the opportunity for students to feed forward and improve their mark based on SMART steps identified in the teacher's feedback. New learning is communicated using I DO WE DO YOU DO.</p>
4	<p><b>We explain clearly and directly:</b> Explicit and detailed instructions and explanations are given throughout the lesson</p>	<p>Explicit instructions are given in classes and across classes. Centralised approaches to assessment and planning is undertaken at KS3,4 and 5 to varying degrees to ensure that tasks are clear. Verbal instructions are enforced by Powerpoint slides and also by email and Doodle for independent study. Homework in Year 11 is centrally set and a number of practitioners are involved in QAing SOW and assessments. Students are asked to communicate the learning intentions to ensure they understand the task. PAUSE moments are introduced to clarify misconceptions or misunderstandings.</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>Questioning is a strength In English and we try to ensure that Oracy is not only a core part of lessons but a high quality part of lessons. That is to say that where questioning occurs it is thoughtful, models good practice and maximises input from students. We aim to use a variety of questions- direct, group feedback, basketball, Think Pair Share etc. Students are also required to ask questions of one another. No hands up / mini whiteboards are used to create a culture of 'no opting out'.</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>Modelling is now a core part of our pedagogy in English. Where before we would often use models to inform AFL teaching, now we model effective reading, effective planning, effective writing- both at paragraph and whole essay level. We use visualisers, student work, teacher models and examiner feedback to improve progress. We have built up a vast bank of resources here. We also look at how to 'make the most' of a model by giving students clear criteria to identify, including AOs. I DO WE DO YOU DO supports this approach.</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>Scaffolds have long been a part of pedagogy in English. We have adapted our scaffolds from evidence-informed studies and use cloze, What How Why, structure strips, writing frames, models (see above) and extensive feed forward tasks to move the learning forward. Specifically, WHW has become a department-wide focus to move away from numerous, confusing acronyms (e.g. PEE, PEA, PETAL, PEACH!) and ensure consistency from KS3-5. Sensitive seating plans are also in place for this year given restrictions to movement, alongside established routines such as targeted questioning.</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>Centrally set homework alongside teacher-directed homework - expectation is that all students complete independent homework. Assessments are sat in timed conditions and students are guided into reading around subjects and researching new ideas i.e homework menus at KS3, ICE programme at KS4 and 5. Independent, extensive writing is deployed at all key stages. Each Key Stage group is set 3 pieces of independent work- 1 x KO quiz, 1 x Reading based or 1 x Writing/ project based</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>Understanding is checked in numerous ways in English. We do this 'live' through questioning, through written tasks, through low stakes testing, through the use of mini-whiteboards. Formal feed forward tasks are set following assessments. Lower stakes quizzes and reviews embedded in lesson to move the learning forward. PLCs and success criteria are used to identify gaps.</p>
10	<p><b>We use retrieval practice systematically:</b> Evidence of retrieval practice that makes the learning stick</p>	<p>Our strategies are evidence informed and students are all expected to complete retrieval style activities. We actively explored with students how revision can look using a range of resources to make the learning stick. PAUSE lessons are used half-termly to reflect on formal retrieval/assessment, to improve learning and performance.</p>