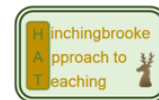
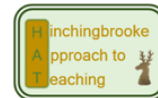


THE HAT FEATURES IN DEPARTMENTS: PE



1	<p>We review learning: 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>Quizzing is an integral part of the lesson, and all lessons start with some form of informal quiz, orally or in books.</p> <p>Students are encouraged to RAG in each work their knowledge and understanding, completing mind maps or flash cards to improve K and U. Students' understanding is constantly checked verbally through the lesson, using scaffolded questioning.</p>
2	<p>We make the learning clear: Students are told what they will be learning (eg learning intentions) and are shown how they can make progress (eg success criteria)</p>	<p>At the start of each year and unit of work students are given a learning objectives or an area of the specification, which have been modified to check learning.</p> <p>Model answers are supplied that have been differentiated to suit the needs of the learners. Short plenaries throughout the lessons are used to check learning. The expectation for each student is to perform feedforward tasks after every piece of independent work.</p> <p>Students have a flight path they follow on their books, ultimately, they are encouraged to select their own target grade, a discussion with their teacher has taken place with the students to ensure the grade is both aspirational, attainable.</p>
3	<p>We present new learning in small steps: Students are given the opportunity to practise each step thoroughly, to obtain a high success rate</p>	<p>Both practical and theory lessons are scaffolded and differentiated to suit the learning needs of the students.</p> <p>Success is valued and recognised through postcards home coordinated by the department SO.</p> <p>Core lesson are divided into higher ability and developing ability groups ensuring that students remain positive during lessons, and supports the practices delivered to support learning. Learning is broken down by questioning and demonstrations based on the stage of learning of the group.</p>
4	<p>We explain clearly and directly: Explicit and detailed instructions and explanations are given throughout the lesson</p>	<p>Short examples and explanations are given depending on the phase of learning that the students are in.</p> <p>Physical literacy is an integral part of a successful lesson, and students are encouraged to use and apply the correct terminology.</p> <p>Ensure HAB is good, checking understanding through plenaries.</p>
5	<p>We ask questions of everyone: For example, through no-hands-up, cold calling and Think-Pair-Share, EVERYONE is involved and encouraged to think</p>	<p>Evidence in lessons of:</p> <p>Cold calling / pairing and discussions, collaborative work within small groups and rotations of students feeding back.</p> <p>Expectations are that all students will have been given the opportunity to answer questions in the lesson.</p> <p>Various roles, such as manager, analyst coach, ensures that students are actively questioning independently within groups.</p>
6	<p>We provide models: Evidence of modelling by thinking aloud, by using WAGOLLS, worked examples and partially worked examples, and by demonstrating (in practical work)</p>	<p>Demonstrations and modelling is integral to the subject, and this is done using staff or students depending on the ability of the classes.</p> <p>Worked examples are used in the examination subjects particularly when addressing AO1 And AO2 and AO3 exam questions.</p> <p>Exemplar materials from students and examining boards are used for modelling answers.</p> <p>Literacy boards in the classrooms help with sequencing, comparing and explaining etc.</p>
7	<p>We guide students' practice: 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>Mechanical, manual and verbal guidance are used throughout all lessons.</p> <p>Differentiated writing frames are used to support the students, they are encouraged to use less prompt sheets the more confident they become.</p> <p>Oral plenaries are scaffolded to help students arrive at the correct answers.</p> <p>Feedback is given in the lessons and for homework with the opportunity to feedforward,</p>
8	<p>We require students to practise independently: 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>Opportunity for students is given in all lessons for independent work.</p> <p>Core lessons students work independently to develop tactics and strategies in attack and defence.</p> <p>Distributed and massed practices are encouraged to develop and refine skills .</p> <p>End of unit tests and quizzes are done independently and in silence, progress is recorded onto student and subject trackers.</p>

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9	We check for understanding (CFU): 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	CFU is evident in all lessons, through questioning, traffic lighting, thumbs up thumbs down, group or individual plenaries. Successful demonstrations or competitive game periods used to CFU.
10	We use retrieval practice systematically: Evidence of retrieval practice that makes the learning stick	End of unit tests. End of lesson plenaries. Lesson SOW are developed to recap over previous weeks work and how the next one follows on, particularly in practical units of work. Students are encouraged to link previous weeks/terms work to make sure retrieval is consolidated and reinforced. Knowledge Organisers are integral at the start of lessons to test knowledge and good retrieval practices.