THE HAT FEATURES IN DEPARTMENTS: RPE

1	**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	We start every KS3 lesson with a 5 minute learning links activity (last lesson, last month, last term,/year). We start every KS4 and KS5 lesson with a 5-10 minute retrieval quiz with a mixture of the current topic and previous ones.
2	**We make the learning clear:** Students are told what they will be learning (e.g. learning intentions) and are shown how they can make progress (e.g. success criteria)	Each of our PowerPoint lessons has a LO at the beginning of the lesson which states what the students will be learning in the lesson today. We then also share bronze, silver and gold outcomes for what students should achieve by the end of the lesson. These are often revisited at the end of the lesson.
3	**We present new learning in small steps:** Students are given the opportunity to practise each step thoroughly, to obtain a high success rate	We present a small number of new key words each time and use repetition as well as reminders to 'speak like a Christian/Buddhist…' when students are verbalising answers orally. We introduce new exam questions in small steps as well as sequentially building upon these skills and knowledge required over a period of time.
4	**We explain clearly and directly:** Explicit and detailed instructions and explanations are given throughout the lesson	Verbal instructions are always backed up with visual instructions on the board with images and examples so that students understand exactly what they are doing and how. In RPE, metaphor and analogy are used on a regular basis to make difficult concepts accessible and relevant to students. Routines and expectations are set out clearly and are at the beginning of every PowerPoint so can be revisited if necessary.
5	**We ask questions of everyone:** For example, through no-hands-up, cold calling and Think-Pair-Share, EVERYONE is involved and encouraged to think	No hands up techniques are used on a regular basis especially during retrieval practice at the beginning of lessons as whiteboards are embedded. We use many different question types through our discussions – recall, analysis, opinion etc and use pause, bounce, pounce and think pair share techniques to ensure students are ready with answers and can develop others' points in discussions.
6	**We provide models:** Evidence of modelling by thinking aloud, by using WAGOLLs, worked examples and partially worked examples, and by demonstrating (in practical work)	We show students exactly what they should be aiming for by providing models, particularly at GCSE and A Level. In order for students to understand the exam techniques we often highlight different parts of an answer together, write answers together and use visualisers to share best practice as well as answers that can be improved.
7	**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	Use of writing frames, DREARER structures and sentence starters for GCSE exam questions. Use of key words lists to support students' writing. Some KS3 assessments have writing frames to allow students to be successful. Responding live to misconceptions within the lesson. Marking codes to give feedback on assessments.
8	**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	PLC lessons allow students to practise independently and go over their areas for development. Writing tasks throughout KS3 and GCSE and peer assessing.
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.	Cold calling. Asking students to repeat instructions to ensure they know what to do. Re-teaching difficult concepts when it is clear that students don't understand; also during PLC lessons.
10	**We use retrieval practice systematically:** Evidence of retrieval practice that makes the learning stick	Retrieval quizzes through roulette where questions are re-visited regularly, regular PLC lessons, encouraging students to make learning links so we are re-visiting key concepts throughout. Synoptic link maps at A Level.