

THE HAT FEATURES IN DEPARTMENTS: Business

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>Most lessons start with a Recap/Quiz/Revisit of previous learning. We are working on embedding more consistently. We are developing Dept resources on GC to ensure this. We use MCQ in GCSE, A level, FS and Ec lessons to help prepare students for those elements of the exam. We are looking to build fuller topic reviews into our plans.</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>LOs are expressed at the start of learning episodes or modules with clear pathways to improvement shown. Again, we are working to embed more consistently. The feedback is used to plan teaching going forward where it becomes apparent students are not confident. All LOs and SC are included with the materials on GC.</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>The Dept is working on developing scaffolding strategies to ensure students are given appropriate guidance in small steps while being offered the opportunity to progress at their pace. These can be exemplar essays, written scaffolds, sample answers, model essays, exam board exemplars etc</p>
4	<p>We explain clearly and directly: Explicit and detailed instructions and explanations are given throughout the lesson</p>	<p>This is a dept strength. Students are given clear verbal and written instructions at regular intervals as necessary. This is a feature of all business lessons. Lessons are broken into chunks, with regular reminders given in written and verbal formats.</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>We are currently working on embedding this in all lessons – moving from guided questioning or volunteers. There will be guided questions, WAGOLLS, stepped questioning, building on questions, snowballs etc</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>Embedded at KS5, we are looking at strategies for KS4. Full use of walking, talking exemplars, model essays, answers, exam board examples, scaffolds. We make extensive use of exam board exemplars, case studies from Examiners and past papers.</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>Developed and placed on GC. We move around the room as much as possible, checking with individuals, small groups to ensure leaning and answer individual questions where possible. Feedback is provided verbally or in written format and follows the WWW/EBI formula – looking to ensure the student understands how to progress their work. Where gaps appear they will be included in the planning of forthcoming lessons.</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>A dept strength Opportunities are provided to all groups, particularly around writing structured responses in an exam style. All resources are placed on GC to allow students to review, move forward and extend at their own pace. We will use questioning and mini plenaries to assess progress. Where gaps appear they will be included in the planning of forthcoming lessons. We use GC to place all dept resources – lessons, assessment materials, past papers, MCQs etc allowing the student in lesson and outside of lesson opportunity to recap or move forward independently.</p>
9	<p>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</p>	<p>We use VQ frequently in all lessons – checking understanding. Part of most recent Drop Ins. Questioning is guided and follow a no hands up approach. There are also regular written assessments to assess understanding using exam board materials where possible and appropriate. Post assessment we discuss outcomes looking for knowledge/understanding gaps and adapt future lessons accordingly and discuss different strategies.</p>
10	<p>We use retrieval practice systematically: Evidence of retrieval practice that makes the learning stick</p>	<p>An area of development for next term. The dept uses recaps, plenaries, mini plenaries and questioning – we need to ensure we are more systematic in ensuring we are allowing all students the opportunity to participate. We will incorporate the KOs into our lesson as a systematic tool for retrieval practice.</p>