THE HAT FEATURES IN DEPARTMENTS: MFL

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 lesson with a short quiz which reviews prior learning. This reviews recent learning and that from last topic, last term, last year… It is completed as students are arriving.
2	**We make the learning clear:** Students are told what they will be learning (learning intentions) and are shown how they can make progress (success criteria).	Each of our ppt slides has a reminder of the LO for the lesson, or if we are not using a ppt, the LO is written on the board. The LO covers what students will be learning in the lesson as well as what they need to be able to do by the end of the lesson to show that they have achieved the LO. We share the department success criteria for every piece of writing and speaking work for students.
3	**We present new learning in small steps:** Students are given the opportunity to practise each step thoroughly, to obtain a high success rate.	When we present new vocabulary, in order to obtain a high success rate, we chunk into no more than 4 new words/phrases at a time and drill each through repetition and memorisation. When we introduce new grammar points, we present and practise each step of the rule before putting it together.
4	**We explain clearly and directly:** Explicit and detailed instructions and explanations are given throughout the lesson.	We make our verbal instructions clear and explicit, and new vocabulary are backed up with images on the board. We use target language for meeting and greeting and for simple instructions and questions, e.g. "Ecrivez…". We anticipate common misconceptions (distractors/false friends/e.g. I have 15 years in TL instead of I am 15…), draw students' attention to them and ensure they clearly understand the differences.
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.	We carefully organise our seating plans to facilitate think-pair-share. We use "no hands up" and whole class responses on a regular basis to make sure everyone is involved. Mini whiteboards are used for whole class responses. We target and vary our questioning to stretch the most able and support the least able. We sequence our questions to scaffold learning. We use cold-calling to keep everyone engaged and included and have high expectations. When questioning students, we ask them to explain how they have got to a particular answer, e.g. What tense is this? How do you know?
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 share examples of good and bad answers and examine what makes a good answer, what are the issues in a bad answer and how to improve that answer. We do live modelling of speaking and writing work to show WAGOLL. We may use students to give ideas for this. We use mnemonics such as PALM and CROISSANT so that students can remember what they need to include in written and spoken answers. We model revision and memorisation techniques.
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.	We provide students with vocabulary sheets, knowledge organisers to support them with their speaking and writing. When preparing a piece of writing or speaking work, we provide models and writing frames. We provide regular feedback - live and verbal in class/ in writing in books. We use scaffolds to assist with sentence and paragraph structure and to achieve a high success rate. We address common errors as they arise. We provide regular opportunities to apply the new learning in context.
8	**We require students to practise independently:** Clear opportunities for students to work alone, in order to thoroughly practise, for example through timed and un-scaffolded tasks in silence, while monitoring their progress.	After having obtained a high success rate in guided practice, staff give opportunities for independent work in silence.
9	**We check for understanding:** Evidence of questioning to check all students understand by asking them to explain what they have learned and by using all-students' response systems such as quizzes and mini whiteboards; evidence of adaptive teaching in response to the checking of understanding; students are retaught if they haven't got it.	We regularly use the mini-whiteboards to assess the students' understanding and/or get students to practise in pairs to show their ability to practice what they've learnt. If our CFU shows a lack of understanding, we re-teach material and then re-check, before moving on. As per the department assessment calendar, students have a formal assessment when they apply independently, without any support, the recent knowledge they've acquired either through a reading comprehension test or listening or written extended practice or speaking assessment. Students have regular vocabulary/grammar tests that inform subsequent lesson planning. We use plenaries to check whether the lesson intention has been achieved and inform future planning.
10	**We use retrieval practice systematically:** Evidence of retrieval practice to make the learning stick.	Our starter activities review prior learning systematically at the start of every lesson. We follow whole-school policy in using knowledge organisers for retrieval practice. As per the department assessment calendar, students have a formal assessment when they apply independently, without any support, the cumulative knowledge they've acquired either through a reading or listening comprehension test, written extended practice or speaking assessment. These assessments also include questions on knowledge acquired in past topics. Teachers regularly question students on prior learning to make learning stick and to support new learning.