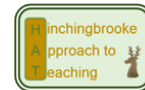


# THE HAT FEATURES IN DEPARTMENTS: DT



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>We use questioning, including cold calling, of a range of students to assess learning and understanding of the whole project and previous lessons objectives at the beginning of most lessons.</p> <p>We use quizzing at the beginning of some lessons to ensure students remember previous learning.</p> <p>Sometimes we use exam question starters to review taught material both in the current project and previous projects.</p>
2	<p><b>We make the learning clear:</b> Students are told what they will be learning (learning intentions) and are shown how they can make progress (success criteria).</p>	<p>We either verbally explain, or display, the purpose of the lesson.</p> <p>We revisit this throughout the lesson through questioning.</p> <p>We show exemplar and previous work in order to support students' understanding of how to progress.</p> <p>We have clear criteria for each SoW of what and how we will be assessing; these are shared with students regularly.</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>We break down longer/ more challenging tasks into small steps throughout the lesson, working as a group.</p> <p>We often demonstrate each element to students, with time in between for independent working.</p> <p>We allow students to experiment with each stage independently.</p> <p>We offer extension tasks to more able students.</p>
4	<p><b>We explain clearly and directly:</b> Explicit and detailed instructions and explanations are given throughout the lesson.</p>	<p>We use technical/ subject specific language throughout the lesson, project, and all years consistently to provide clarity.</p> <p>We break explanations down and check for understanding regularly through verbal questioning.</p> <p>We explain how the lesson links into previous and future learning.</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>We encourage all students to answer questions, offering easier questions to those less confident.</p> <p>We may use a whole class 'run round' at the end of the lesson asking them to state one thing they remember, have learnt that lesson.</p> <p>We conduct small, or whole class, group 'crits' in KS4 and 5 so everyone contributes and learns from each other.</p>
6	<p><b>We provide models:</b> Evidence of modelling by thinking aloud, by using WAGOLLS, worked examples and partially worked examples, and by demonstrating (in practical work).</p>	<p>We demonstrate practical skills at the beginning and during lessons.</p> <p>We demonstrate potential answers in theory/ research.</p> <p>We use previous students' work regularly to show possible approaches.</p> <p>We rarely use WAGOLL (unless teaching a technical skill) to avoid all outcomes being the same.</p> <p>Sometimes teachers will conduct their own project at KS5, KS4 to provide 'live' examples and ways of thinking.</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>We use possible sentence starters, writing frames, layout suggestions for written work (such as ACCESSFM)</p> <p>We ask students to share examples during the lesson to help support others and stretch their use of language and depth of knowledge.</p> <p>We provide verbal feedback to students either as a class or 1-2-1 every lesson.</p>