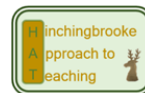


THE HAT FEATURES IN DEPARTMENTS: DRAMA



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>We use questioning at the start and end of the lesson to recap learning All students involved in questioning via visual and verbal feedback and discussion We use the 'house point' challenge to review challenging material to improve engagement with students We revisit previously learnt material (e.g. specific dramatic techniques or theatrical elements) as surprise challenges in class to consolidate knowledge</p>
2	<p>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).</p>	<p>We either verbally explain, or model the purpose of the lesson We revisit this throughout the lesson through questioning and recaps We show exemplar and previous work in order to support students understanding of how to progress We spotlight successful work in performances to support students' understanding of how to progress We show live theatre so that students can see how work should look and sound Feedback is given both visually (fists up feedback), verbally and in written form. Exam classes receive half termly folder audit feedback in a RAG rating format which is familiar to them We use the 'house point' challenge as a way of connecting learning between lessons and reminding students of why they are completing a task / how it connects to other work and long-term goals</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>Students are often given choices in how to approach work and to move onto the next step at a time that is appropriate for them, this is monitored by the teacher to ensure the right level of challenge is being offered to the students We often use a carousel system when students stay at a station until the time they can master a skill before they move on Tasks are usually layered, starting with simpler tasks where more layers of challenge are built in gradually We allow students to experiment with each stage independently We offer extension tasks to more able students which frequently use revisiting previous work</p>
4	<p>We explain clearly and directly: 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 We require students to re-explain a task back to us and won't start until there is a consensus that the explanation offered is accurate We break explanations down and check for understanding regularly through questioning and extended questioning We explain how the lesson links into previous and future learning and often require students to make this link themselves</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 encourage all students to answer questions, offering easier questions to those less confident We use fist up feedback which requires everyone to form and share an opinion We avoid 'hands up' when it's appropriate and challenge students to be fearless and offer their thoughts regardless of being right or wrong – we aim to keep a lesson judgement free We ask students to verify or refute the answers of others and explain why / encourage debate When confidence is an issue, we offer alternative roles to students such as listening in and providing a simple summary of what they heard Answering of questions is visual as well as verbal</p>

THE HAT FEATURES IN DEPARTMENTS: DRAMA

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>We demonstrate practical skills at the beginning and during lessons where possible or show live theatre when it provides a higher standard to work towards</p> <p>We demonstrate potential answers in theory/ research, using both past student and exemplar work</p> <p>We make use of both practical and theoretical work by previous students that demonstrates varying levels of success</p> <p>We rarely use WAGOLL (unless teaching a technical skill) to avoid all outcomes being the same</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>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>Corrections and feedback (and feedforward) are completed in a range of ways to suit the focus of the lesson -this includes verbal, written and visual feedback</p> <p>We make use of Thinking Harder structured tasks for BTEC Level 3 students who are the only group required to write under assessment conditions</p> <p>Students are required to offer feedback as much as possible rather than voluntary 'hands up' or focusing on just a small confident group</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 and un-scaffolded tasks in silence, while monitoring their progress.</p>	<p>Students can only complete work in practical lessons when they work as an independent team</p> <p>Roles are assigned to students to aid them with being independent (e.g. taking charge of class feedback, timing themselves and taking charge of monitoring and feeding back on behaviour)</p> <p>We use the 'see 3 before me' technique in KS3</p> <p>We minimise the amount of dependent time in the lesson and reduce teacher leading where it is possible to aid learning</p>
9	<p>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.</p>	<p>We continually check for understanding throughout the lesson through verbal questioning.</p> <p>We set homework that builds students' knowledge, so they come into the lesson prepared</p> <p>We build recap opportunities into our lessons and layer tasks to consolidate previous learning / check retention and skill levels</p>
10	<p>We use retrieval practice systematically: Evidence of retrieval practice to make the learning stick.</p>	<p>We use questioning to help retrieve knowledge from previous lessons</p> <p>We may set exam questions linked to previous topics in class/ home</p> <p>We build opportunities into lesson where students are required to revisit previous learning either through questioning, in a practical activity or through the house point challenge</p>