

# ADT - Higher Quality Learning



## Ensuring students understand the context and the learning expected.

We strive to keep children informed as to how their learning fits within their bigger picture, and what subskills are building into. We aim to link learning with industry throughout most modules. This context is shared regularly both verbally and through presentations. Crossover skills are regularly highlighted such as STEM links.

KS3 is a journey of learning, and we present all objectives and define lesson outcomes linked as this. This is almost always visually shown in presentations and is backed up by imagery of what outcomes look like, or physical examples in the classroom. Children are banded by colours, and all outcomes shared are also colour coded. KS4 is purposefully less rigid in structure, with each discreet subject approaching this differently in response to the qualification needs. At the core a similar philosophy stands, but will also include clearer links between skills/outcomes/thinking to grade outcomes.

Learning is carefully sequenced both within each lesson and across schemes of learning (KS3) using the 4-part lesson sequence, and detailed week by week planning (KS4) to support students to achieve their full potential. In each area of the faculty the skills and knowledge required are rigorously mapped, and projects are then created to respond to the learning need, thereby ensuring both breadth and depth are appropriate to success. Staff are highly skilled at using mini plenaries throughout lessons to 'measure' learning against the intent with a breadth of strategies and alternative materials at their disposal to ensure progression.

Focus



## Meeting the needs of all learners in order to build confidence, provide challenge and ensure success.

All work undertaken is carefully differentiated, more overtly in KS3, but by more subtle means in KS4 where students have opted for the subject. Stretch and challenge are delivered in equal measure with support. This can even be seen through virtual learning too, such as the structured sharing of design sheets from the next key stage up.

Carousels exist within DT and Food at KS3 whilst KS3 CS and Art are taught by a class teacher. Such methods have positives and negatives, but we have been successful owing to careful consideration to transition between teachers, and ensuring feedback is a well-defined and respected element. All staff have electronic annotated seating plans, which are driven by comments made in department trackers from colleague to colleague. With a new module every 7/8 weeks, although a barrier to deeper relationships, learning fatigue is minimised. Teachers use this data to modify a core module plan, allowing it to be differentiated class by class.

Learning is a journey, not a box, so throughout KS3 lessons have visual examples of learning outcomes alongside defined characteristics of success (dual coding). These are linked to student's ability bands, but moving beyond their colour is actively promoted. These are often within presentations, but are also within classroom displays and often through physical examples too. Within KS4 there is intentionally more variety by subject (for example vocational learning will be highly prescriptive on briefing sheets, whereas more academic subjects will vary between methods such as exemplar exam answers, to highlighted marking criteria from NEA guidance. Where possible we aim to use visuals too, although not within NEA owing to regulations).

Alongside these differentiation learning outcomes, our teachers use their subject knowledge, expertise and understanding of each student's individual needs to provide additional support and differentiation where appropriate. We want all our students to love learning and encourage our teachers to be creative, reflective practitioners.

Challenge



## All students know how to improve, progress is reviewed regularly and feedback supports improvement.

At KS3 each subject has had assessment carefully mapped against KS4 need, and against the PoS provision. The resulting multiple strands of assessment are then applied in pairs or trios within each project, so children have clearly defined goals to be striving towards. As a year, they visit each strand a number of times. Within lessons you will see a mixture of peer, self and teacher assessment. Weekly home learning is 'dabbed' in green or orange giving feedback ahead of assessment. At the end of a module teachers will give 2 or 3 detailed and focussed comments to move the child on. We promote children owning their assessment. Most lessons will have an element of reflection against their assessment wheels (and learning outcomes marry to this too).

At KS4 there is more variety, to ensure feedback is suitable by subject. Some subjects use tutorials more heavily, whilst others will continue in a similar vein to KS3, but against exam criteria instead. In many subjects, students will tend to get frontloaded far deeper and specific feedback at KS4, as the work is a precursor to NEA work. Students will then gain very little feedback during the NEA period as required by board guidelines. All subjects have a personal learning checklist, and operate these in different ways as needed. More academic subjects will often rank elements of this or RAG rate it against exams or for revision, whereas more vocational subjects do not.

All assessments made are for the advancement of students, we have moved away from pleasant comments such as 'good work' unless it is specifically useful to point out what made it such. The faculty follow a feedback loop, whereby we aim to address issues within 2 weeks. Children in KS3 will spend 20 minutes every 7 weeks per subject actively closing their feedback loop and reflecting on next steps. Quality first teaching is of prime importance to all teachers in the faculty, and staff will periodically check understanding during each lesson, often in small groups, alongside end of lesson consolidation activities. The feedback loop is closed by parental acknowledgment of their child's targets and work throughout the unit.

Assessment

## Creating a positive climate of learning, behaviour and engagement.

With KS3 subjects mixed between a carousel and the more traditional class teacher system, staff are very good at ensuring our manner of praise and sanction, along with the core systems of class entry / exit are consistent throughout. Staff follow the school behaviour system well, and students know follow up will occur. Many areas of the faculty have a H&S risk associated with them, so children are given, and adhere to clear boundaries.

The faculty has many avenues for praise, from postcards home, trophies, posting work on twitter/Instagram (@fernwooddt / @fernwoods / @fernwoodarttex), and even a 'Roll of Honour' within each sub-department. We also apply the Fernwood Award point system within lessons and for home learning too.

All areas of the faculty have a 'quality feel' which staff work hard to maintain. From displays in rooms to inspiration in corridors. Handouts and PowerPoints all have a branded feel where students know that we care, and they usually respond in kind. Part of our proactive approach revolves around pupil voice, where we annually survey all students about the quality of learning in projects, and much broader issues too, and visually act on feedback gained.

We promote a community atmosphere where possible, encouraging students to work with each other, both within curriculum focus and broader life skills (such as washing up, and tidying away wood dust etc.)

Climate

## Developing the language fluency and learning skills students need to access learning and make progress.

As a faculty we endeavour to teach via a practical method where possible, aiming to bring theory and skills to life through the act of doing. This approach flows throughout all classes and subjects. The diversity of the content taught within the departments of the faculty allow for very diverse ways of working. From hands on skills, detailed personal work on computers, to team-based designing, and often blended with more formalised note making. Having a practical bias allows the department to upskill students in a plethora of ways of working, helping towards the building of resilient learners. We are very lucky to have a strong team of teachers able to easily relate theory to real life scenarios.

As a team we don't shy away from using the correct technical terminology, and students are encouraged and given opportunities to expand their language skills from day one of year 7 through to our GCSE groups (and sixth form provision within DT). Owing to the nature of the subjects there has been historically less analysis of written text. Over the last two years we have begun to build up our language and talk provision, but also have key projects within KS3 which exemplify and specifically stretch these skills. We now aim to push broader oracy skills within most lessons, even if it is only getting children to read aloud parts of a lesson. We have also worked on specialist advice to stretch the technical vocabulary of SEND students too, so most differentiated work within KS3 will include high contrast, broken phonics for key words, in a dyslexic friendly font.

Home learning is always a carefully planned and intrinsic part of the learning. Often students will start in class, and complete at home (maximising the benefit of face-to-face time) or will carry out some research to inform their next lesson.

Fluency



**Our School Intent:** At Fernwood, we value the contribution all individuals make to our family. We strive for success, we support all and we nurture potential through a culture of high achievement, care and discipline.

