

## How do we identify the starting points of our students?

- End of KS3 Assessment Data
- Baseline assessments
- Through testing and questioning of prior knowledge
- Use of EHCPs

## What should pupils be able to do at the end of this sequence/topic/key stage?

By the end of the course students should be able to demonstrate that they are able to:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practice English and mathematical skills
- take part in oral and develop written presentations
- take part in role play, interviews and other activities.

## How do we assess and track progress?

- Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified.
- KS4 BTEC work is marked and assessed on a fortnightly basis in line with the Schools Marking Policy.
- Completion of assessed units linked to the long-term plan and specification requirements.
- All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade
- Through termly RAP meetings.

## What do we want pupils to learn?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Construction are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory.

The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

## What key threads flow through our curriculum?

- **Communication**
  - E.g. writing speaking and listening to others.
- **Working with others**
  - E.g. setting common goals, showing respect for others, taking on roles and responsibilities.
- **Problem solving**
  - E.g. identifying issues, dealing with change, finding solutions, using IT to solve problems
- **Managing information**
  - E.g. collecting and using information from different sources, organising information, using IT to store and present information
- **Self-management and development**
  - E.g. setting goals and planning, being proactive and flexible, being resilient and able to work under pressure, time management.

## How we uncover and respond to gaps in knowledge?

- We use fortnightly formative marking
- Termly Summative Assessment
- Wherever possible, give students targeted questions that cover the missed material or identified knowledge gaps.
- We make constant use of informal assessment to highlight and address individual gaps
- We also use:
  - Support from in-school tutors and specialists.
  - Quizzes and questionnaires.
  - Exit Tickets and Self-Reflection
  - Buddy Systems
  - Adapt SOW to ensure gaps filled.

## How do we adapt our content to help our students know more?

- CPD to develop knowledge of pedagogical techniques.
- Rephrasing questions or content.
- Adapting language to ensure all learners understand the content.
- Providing exemplars or WAGOLLs – 'what a good one looks like. ...
- Highlighting and emboldening key learning points.
- Prompting learners with key words, visuals, sound bites or other sensory stimuli

## How do we promote reading?

- Reading for Information.
- Independent reading and reading for pleasure.
- Reading aloud.
- Use of dictionaries and Thesaurus to learn new words and meanings
- Instruction sheets and fact sheets that can be read by students.
- Cutting lists and instructions.
- Keywords and word walls displayed within the classroom.
- Knowledge organisers

## How do we deepen knowledge?

- Revisiting prior learning
- Providing opportunities to access higher pathways.
- Through modelling skills sets and showing examples.
- Through differentiation.
- By recalling information
- By apply knowledge concepts and skills
- Through the use strategic thinking
- Through the use extended thinking skills

## What we do to make sure students retain knowledge?

- Use of retrospective starters which test knowledge of previously covered learning. and plenaries to help students consolidate the knowledge, skills and understanding that they have developed during the lesson,
- We use Schemes of Work and long term plans for information to be revisited.
- We also use the Teaching and Learning sequence of **Acquire, Construct and Apply**.
- Use of the **Acquire** phase sees teacher led imparting of new knowledge and skills
- Students then use what they have learned to **construct** models.
- Finally, students use feedback to **apply** what they have learned to an independent task.

We also develop retention of knowledge through:

- Teaching and Learning
- Encouraging independent reading.
- Audiovisual methods using visual aids and various technical means.
- Step-by-step demonstrations by teacher
- Group discussions Q&A Sessions
- Practiced by doing
- Training others
- Visits and Workshops.