Health and Social - Best Practice Grid

What should we see in HSC lessons as best practice?	What does effective questioning and scaffolding look like in HSC?
-Increasing knowledge of a wide range of topics and areas within health and social care -Following the curriculum sequence -skills that are learnt in theory, can be built further upon for smooth transitions and provide a foundation level of knowledge, that can then be developed in assignments and exam questions. **Retrieval starters** – directly relating to current learning no longer than 10 minutes, students complete work in silence in their starter booklet. Answers are displayed for students to self-mark, along with a quick discussion of the topic. Teachers may choose students to elaborate on their answers. (Mainly year 11) (Year 10) Some lessons where c/w is being complete, students are given a quick recap on expectations of each criterion, and a target of how much work needs to be completed in each lesson. Quick verbal or written activity on PP where notes are being transcribed. **Diagnostic questions** – usually completed at the start of each component through a class discussion of current knowledge on topics we will be exploring. Every student participating – answers shared during class discussion. whiteboards are often used, where students create lists, which is then compared with peers. This also allows the teacher to ascertain the level of knowledge students currently have. **Student booklets –** All students are given starter booklets which consist of a variety of activities on topics for each year. Teachers will direct students to complete elements of the booklet as appropriate to their learning, students do not proceed through the tasks without teacher's instruction. Students are provided with fill in the gap worksheets throughout each learning aim for the component, which also supports during coursework tasks. **Teacher circulating –** ensuring all students able to access task, identifying misconceptions across group to identify need for whole class feedback or individual intervention. Providing 1:1 feedback whilst checking c/w **Cold calling –**to ensure all students engaged with learning. Hands up permitted but teacher actively look to ask others unless question difficulty requires teacher to seek answers from those with hands up whose explanations will support class wide understanding. (year 10). Select almost all in class to answer exam paper whilst peer marking, giving a range of possible answers for best practice (year 11) **Stretch and challenge –** Encouraging students to engage with all age groups within family and friendship groups -encourage students to look at the news to develop their understanding of social policy and the NHS -encourage students to aim for a grade higher than their TG.	Looking for explanations of exam questions, not simply answer, explanation of justification and methods of answer. Continuous cold calling in lessons with particular focus to 'how and why' No opt out of answering when preparing for exam, but to encourage probing and saying it again but better. Allowing students time to think and respond before answering questions (year 11) (year 10) detailed help sheets provided during course work for tips on how to improve. Targeted questions enabling students to build upon paragraphs in their assignments. Planning and preparation booklets for each assignment which allows to use as base for their c/w, encouraging them to elaborate during research processes.

-encouraging students to reference work using FE referencing websites **Teachers demonstrate excellent subject knowledge** -	
What does great modelling and exposition look like in HSC? **Modelled coursework** – Carefully considered paragraphs modelled by teacher, further examples of coursework provided for students to read as exemplars. Different examples will be displayed on the board during coursework lessons. **Modelled exam questions –** using examiners reports, answers are broken down into lower/higher marks and what is expected for each exam question on PP. This process is completed after each HSC exam yearly. Example of lower/higher mark answers are displayed and compared. **Key words-** students are taught new definitions. **New Knowledge-** lead by teacher, giving students information. Linking new content to what was previously learnt and using real life examples to explain/inform the new content.	**What does retrieval practice look like in HSC?** -Starters – mainly drawing on prerequisite knowledge for that lesson through labelling, defining, matching exercises in their booklets. -Termly assessments which target previous knowledge and skills but increasing difficulty throughout the assessment and level of marks for each question. -Tests are peer assessed with answers displayed. -Verbal questioning - using cues and scaffolding when required.
What will you see in students' workbooks? **Note books/CGP work book –** Results grid of year 10 assessments with TG, notes on topics for each component, Correct work where wrong, Planning of assignment, in their book and planning booklet Brainstorms, Exam style questions (year11) Exam papers (year 11) Key words – back of book Knowledge organiser (year 11) Starters (back of book)	**What formative assessment and feedback will you see in HSC?** **-**annotated assignments by the teacher on paper and comments made online on word. -assessed topics with key focus on questions with higher mark answers and how to answer these through modelling. -self mark end of topic test - Questioning - circulating and checking students' work, use of prompting questions to help guide understanding, individually or as part of whole class feedback. -Regular feedback to ensure all students can continue through assignments confidently or issues are addressed in the moment, either through student reflection following an example of assignments and 1:1discussions with the teacher or whole class feedback.
What questions are useful to ask the children about their learning to elicit understanding? How did you go about…? Is that answer reasonable? Did anyone use a different method? Why did you do that? How can you improve this? How did you break it down? What should you do next? What does 'this' tell us? Can anyone refine? Can you add to?	**How do teachers in HSC engage with the subject community?** Attend training events NHS updates/laws News on health care, covid, vaccinations Aware of Care homes in the community Networking with other schools regularly check twitter, Reading online forums for HSC Social media pages on well being HSC Twitter

How can you show that? Can you compare?	
How is literacy taught in Health and Social care? -Students will regularly read, analyse and critically evaluate case studies in lessons, using the high five method of reading. -To understand medical information, students will need to read and understand medical instructions, definitions and treatment plans and medical information online. -Students will learn how to read and fill out forms in health care and how to interact with patients. -Students need to read and understand how to manage chronic health conditions and the important of coordinating with other health professionals. -Students will read and understand laws within the healthcare system. **Reading in H&SC is,** -textbook and core reading (Pearson) -Journals and academic articles -WHO reports -NHS plans -News reports -Government and legal framework -student c/w + examiner reports **Best practice for Oracy** -Give MWB to plan what students will say in discussions -Plan group work where case studies are given and students to discuss how to overcome barriers and reasons why they have chosen this -Students to build ground rules (think how they would like to be treated when presenting) -Give example sentence starters for group discussion ➢ I think ➢ I think this because ➢ however (evidence to support this is) ➢ Therefore, we think (reinstate the original)	**What does meeting the needs of SEND, NTE, emerging readers and PP students look like in…?** **-**Short, sequenced steps for tasks such as analysing case studies or planning coursework sections. -Dual coding Icons (e.g., *care values*, *life stages*, *barriers to care*) to support memory. -Sentence scaffolds Especially important for "explain" and "analyse" questions. Example: *"One impact of this barrier is… This means that…"* -Modelled annotation Showing how to pick out key information in a case study. -Modelling exam command words Example: write sentence starters for each level of question. PP (Pupil Premium) • Modelling revision using visualiser. • Clear, concise knowledge organisers provided for all. • Model how to use revision. • Access to digital tools for coursework submission.