

Hertford Regional College

Scheme of Learning 2019- 2020

Programme Name:	City & Guilds Basic Construction Award 6219					Programme Code:	TCO	Level:	L1
Project Title (including units covered) or Unit:	Practical Brickwork Units 005, 119,					Venue/Room(s):		Group size:	3-5
						Other team members (if app):			
Day(s) and Time(s):	Mon	Hours per week:	2	No. of weeks:		Start date:	4/11/19	End date:	17.2.20
Project or Unit Aims:									
<ul style="list-style-type: none">• To provide the learner with knowledge and skills for constructing basic models in lime mortar• To enable the opportunity to the learner to be able to plan and organise a safe working environment• To engage learners with the knowledge to give constructive feedback and self-assess models to identify both areas of strength and weakness that influence the future development of employability skills used within the construction industry.• To enable students to critically analyse, integrate and apply knowledge and understanding and to explore the specific skills and attributes required for the construction industry• To improve the effectiveness of learners skills and to raise awareness of Health and Safety knowledge and areas identifying British Values.• To include models that reflect the current industry standards to real life working environment• To constantly embed the understanding British Values into sessions and how it relates to Construction industry									

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Week w/c 28/10/19		Half Term			
Week 9 w/c 04/11/19 GCSE English Resit Exam (04/11 am) GCSE Maths Resit Exam (05/11 am) GCSE English Resit Exam (06/11 am) GCSE Maths Resit Exam (07/11 am)		<p>At the end of the session's learners will have a good understanding of how to build a pyramid and return corner plumb, level and gauge.</p> <p>Topic: Constructing models in lime mortar from practical work books.</p> <p>Aim: for learners to set out and build a pyramid and return corner in stretcher bond.</p> <p>Context: building a pyramid and return corner in stretcher bond. (continued and assessed)</p> <p>Please note models will be rotated due to restrictions in workshop space.</p>	<p>Demonstration of the construction procedures of a pyramid in stretcher bond and a return corner in stretcher bond.</p> <p>The use of oral Q & A and individual support given from staff members including reflective feedback & peer support from other learners.</p> <p>More able learners will start stopped end corner.</p> <p>Work books, tracking, individual target forms, bricks, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, and boots.</p>	<p>Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks.</p> <p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p>	<p>Learners will be familiarising themselves with phrases and terminology used within the construction industry specifically used on brickwork corners (range, square) which is used both nationally and internationally across other trades.</p> <p>Learners will be embedding numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure and specifications on drawings and working to tolerances.</p> <p>Mutual respect and tolerance when working with others should be discussed and referenced to the National Occupational Standards : COSVR210: Develop and maintain good working relationships</p>

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Week 10 w/c 11/11/19 <i>GCSE Maths</i> <i>Resit Exam</i> <i>(11/11 am)</i>		<p>At the end of the session's learners will have a good understanding of how to build a return corner.</p> <p>To be able to cut bricks in half with a hammer and bolster. The reinforcement of the use of a trowel, level, square, tape/gauge-rod, jointer & brush.</p> <p>Topic: Constructing models in lime mortar from practical work books.</p> <p>Aims: for learners to set out and build a return corner in stretcher bond.</p> <p>Context: Return corner practical models constructed in lime mortar.</p> <p>Please note models will be rotated due to restrictions in workshop Space</p>	<p>Demonstration of the construction procedures of a return corner.</p> <p>The use of oral Q & A and individual support given from staff members including reflective feedback & peer support from other learners.</p> <p>More able learners progress to next model.</p> <p>Work books, tracking, individual target forms, bricks, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, goggles and boots</p>	<p>Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks.</p> <p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p>	<p>Learners will be familiarising themselves with tools and terminology used within the construction industry specifically relating to cutting of bricks (skutch hammer, humouring of cuts) which is used both nationally and internationally with brickwork</p> <p>Learners will be embedding numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure and specifications on drawings and working closure to tolerances set within work packs from previous assessment feedback.</p>

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Week 11 w/c 18/11/19 <i>Assessment Milestone 2</i>		<p>At the end of the session's learners will have a good understanding of how to build a return corner. To be able to cut bricks in half with a hammer and bolster. The reinforcement of the use of a trowel, level, square, tape/gauge-rod, jointer & brush.</p> <p>Topic: Constructing models in lime mortar from practical work books.</p> <p>Aims: for learners to set out and build a return corner in stretcher bond.</p> <p>Context: Return corner practical models constructed in lime mortar.</p> <p>Please note models will be rotated due to restrictions in workshop space.</p>	<p>Demonstration of the construction procedures of a return corner.</p> <p>The use of oral Q & A and individual support given from staff members including reflective feedback & peer support from other learners.</p> <p>More able learners progress to next model.</p> <p>Work books, tracking, individual target forms, bricks, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, goggles and boots.</p>	<p>Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks.</p> <p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p>	<p>Learners will be familiarising themselves with tools and terminology used within the construction industry specifically relating to cutting of bricks (skutch hammer, humouring of cuts) which is used both nationally and internationally with brickwork.</p> <p>Learners will be embedding numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure and specifications on drawings and working closure to tolerances set within work packs from previous assessment feedback.</p>
Week 12 w/c 25/11/19		<p>At the end of the session's learners will have a good understanding of how to build a return corner. To be able to cut bricks in half with a hammer and bolster. The reinforcement of the use of a trowel, level, square,</p>	<p>Demonstration of the construction procedures of a return corner.</p> <p>The use of oral Q & A and individual support given from staff members including reflective feedback & peer</p>	<p>Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks.</p>	<p>Learners will be familiarising themselves with tools and terminology used within the construction industry specifically relating to cutting of bricks (skutch hammer,</p>

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		<p>tape/gauge-rod, jointer & brush.</p> <p>Topic: Constructing models in lime mortar from practical work books.</p> <p>Aims: for learners to set out and build a return corner in stretcher bond.</p> <p>Context: Return corner practical models constructed in lime mortar.</p> <p>Please note models will be rotated due to restrictions in workshop space.</p>	<p>support from other learners.</p> <p>More able learners progress to next model.</p> <p>Work books, tracking, individual target forms, bricks, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, goggles and boots.</p>	<p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p>	<p>humouring of cuts) which is used both nationally and internationally with brickwork.</p> <p>Learners will be embedding numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure and specifications on drawings and working closure to tolerances set within work packs from previous assessment feedback.</p>
<p>Week 13 w/c 02/12/19</p>		<p>Learners to set out and build half brick return corner</p> <p>Context: City and Guilds Assignment 119: Construct half brick return corners assessment. Learners to complete a timed assessment to standards set by the C-Skills awarding body.</p> <p>Assessment to be completed within a three hour time limit.</p> <p>Learners are given and advised on the</p>	<p>Learners assessed on constructing carpentry tasks working from tolerances set by CITB guidelines</p> <p>Learners to be questioned to highlight areas of knowledge relating to task and areas that require further input.</p> <p>More able learners to progress to next model.</p> <p>Work books, tracking, individual target forms, bricks, blocks, DPC, ties, mortar,</p>	<p>Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks.</p> <p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on</p>	<p>The development of learner's English skills is an inherent part of this session. They will have their spelling and grammar checked when they complete tools and materials lists. Their verbal skills and wider communication skills (answering, ability to listen, behaviour, etc.) should be checked throughout the assessment.</p> <p>Numeracy skills will also be</p>

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		option to complete a practice phase test model depending on skill level.	Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, lines pins, goggles and boots.	completed exercises. Completing of materials and tools list within CITB assessment work pack and gaining feedback from tutor on areas of development relating to carpentry	seamlessly embedded by correctly measuring and marking timber using dimensions from drawings and transferring to model Learners will further embed numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure. Democracy should be discussed on how assessment standards have come about e.g. pressure from employers for higher standards? Trade Union and public pressure for higher need s for tradesman.
Week 14 w/c 09/12/19 GCSE Maths Mock Exam P1 FS Maths & English Paper Exams		Learners to set out and build half brick return corner Context: City and Guilds Assignment 119: Construct half brick return corners assessment. Learners to complete a timed assessment to standards set by the C-Skills awarding body.	Learners assessed on constructing carpentry tasks working from tolerances set by CITB guidelines Learners to be questioned to highlight areas of knowledge relating to task and areas that require further input. More able learners to progress to	Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks. Assessment also including continual encouragement to use the written reflective	The development of learner's English skills is an inherent part of this session. They will have their spelling and grammar checked when they complete tools and materials lists. Their verbal skills and wider communication skills (answering, ability to listen,

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		<p>Assessment to be completed within a three hour time limit.</p> <p>Learners are given and advised on the option to complete a practice phase test model depending on skill level.</p>	<p>next model.</p> <p>Work books, tracking, individual target forms, bricks, blocks, DPC, ties, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, lines pins, goggles and boots.</p>	<p>feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p> <p>Completing of materials and tools list within CITB assessment work pack and gaining feedback from tutor on areas of development relating to carpentry</p>	<p>behaviour, etc.) should be checked throughout the assessment.</p> <p>Numeracy skills will also be seamlessly embedded by correctly measuring and marking timber using dimensions from drawings and transferring to model</p> <p>Learners will further embed numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure.</p> <p>Democracy should be discussed on how assessment standards have come about e.g. pressure from employers for higher standards? Trade Union and public pressure for higher need s for tradesman.</p>
<p>w/c 15 16/12/19</p> <p><i>Term ends for Students (20/12)</i></p>		<p>Learners to set out and build half brick return corner</p> <p>Context: City and Guilds Assignment 119: Construct half brick return corners</p>	<p>Learners assessed on constructing carpentry tasks working from tolerances set by CITB guidelines</p> <p>Learners to be questioned to highlight</p>	<p>Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks.</p>	<p>The development of learner's English skills is an inherent part of this session. They will have their spelling and grammar checked when they</p>

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FS Maths & English Onscreen Exams		<p>assessment. Learners to complete a timed assessment to standards set by the C-Skills awarding body.</p> <p>Assessment to be completed within a three hour time limit.</p> <p>Learners are given and advised on the option to complete a practice phase test model depending on skill level.</p>	<p>areas of knowledge relating to task and areas that require further input.</p> <p>More able learners to progress to next model.</p> <p>Work books, tracking, individual target forms, bricks, blocks, DPC, ties, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, lines pins, goggles and boots.</p>	<p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p> <p>Completing of materials and tools list within CITB assessment work pack and gaining feedback from tutor on areas of development relating to carpentry</p>	<p>complete tools and materials lists. Their verbal skills and wider communication skills (answering, ability to listen, behaviour, etc.) should be checked throughout the assessment.</p> <p>Numeracy skills will also be seamlessly embedded by correctly measuring and marking timber using dimensions from drawings and transferring to model</p> <p>Learners will further embed numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure.</p> <p>Democracy should be discussed on how assessment standards have come about e.g. pressure from employers for higher standards? Trade Union and public pressure for higher need s for tradesman.</p>
	Differentiation, Stretch and Challenge and Support Needs				

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w/c 23/12/19 Holiday		Christmas Break			
w/c 30/12/19 Staff holiday/planning		Christmas Break			
Week 16 w/c 06/01/20 <i>Students return to college (06/01)</i>		<p>Learners to set out and build half brick return corner</p> <p>Context: City and Guilds Assignment 119: Construct half brick return corners assessment. Learners to complete a timed assessment to standards set by the C-Skills awarding body.</p> <p>Assessment to be completed within a three hour time limit.</p> <p>Learners are given and advised on the option to complete a practice phase test model depending on skill level.</p>	<p>Learners assessed on constructing carpentry tasks working from tolerances set by CITB guidelines</p> <p>Learners to be questioned to highlight areas of knowledge relating to task and areas that require further input.</p> <p>More able learners to progress to next model.</p> <p>Work books, tracking, individual target forms, bricks, blocks, DPC, ties, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, lines pins, goggles and boots.</p>	<p>Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks.</p> <p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p> <p>Completing of materials and tools list within CITB assessment work pack and gaining feedback from tutor on areas of development relating to carpentry</p>	<p>The development of learner's English skills is an inherent part of this session. They will have their spelling and grammar checked when they complete tools and materials lists. Their verbal skills and wider communication skills (answering, ability to listen, behaviour, etc.) should be checked throughout the assessment.</p> <p>Numeracy skills will also be seamlessly embedded by correctly measuring and marking timber using dimensions from drawings and transferring to model</p> <p>Learners will further embed numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure.</p> <p>Democracy should be</p>

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					discussed on how assessment standards have come about e.g. pressure from employers for higher standards? Trade Union and public pressure for higher need s for tradesman.
Week 17 w/c 13/01/20 <i>Principal's Staff Briefing (15/01)</i> <i>Assessment Milestone 3</i>		<p>At the end of the session's learners will have a good understanding of how to build a stopped end corner.</p> <p>To be able to cut bricks in half with a hammer and bolster. The reinforcement of the use of a trowel, level, square, tape/gauge-rod, jointer & brush.</p> <p>Topic: Constructing models in lime mortar from practical work books.</p> <p>Aims: for learners to set out and build a stopped end corner in stretcher bond.</p> <p>Context: Stopped end corner practical models constructed in lime mortar.</p> <p>Please note models will be rotated due to restrictions in workshop space.</p>	<p>Demonstration of the construction procedures of a stopped end corner and return stopped end corner.</p> <p>The use of oral Q & A and individual support given from staff members including reflective feedback & peer support from other learners.</p> <p>More able learners progress to next model.</p> <p>Work books, tracking, individual target forms, bricks, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, goggles and boots.</p>	<p>Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks.</p> <p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p>	<p>Learners will be familiarising themselves with tools and terminology used within the construction industry specifically relating to constructing a stopped end 9 Harris of corner, perp end joint) these terms are used both nationally and internationally with brickwork</p> <p>Learners will be embedding numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure and specifications on drawings and working closure to tolerances set within work packs from previous assessment feedback.</p>

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Week 18 w/c 20/01/20 <i>GCSE Maths</i> <i>Mock Exam P2</i> <i>(21/01 am)</i> <i>GCSE English</i> <i>Mock Exam P1</i> <i>(21/01 pm)</i>		<p>At the end of the session's learners will have a good understanding of how to build a stopped end corner.</p> <p>To be able to cut bricks in half with a hammer and bolster. The reinforcement of the use of a trowel, level, square, tape/gauge-rod, jointer & brush.</p> <p>Topic: Constructing models in lime mortar from practical work books.</p> <p>Aims: for learners to set out and build a stopped end corner in stretcher bond.</p> <p>Context: Stopped end corner practical models constructed in lime mortar.</p> <p>Please note models will be rotated due to restrictions in workshop space.</p>	<p>Demonstration of the construction procedures of a stopped end corner and return stopped end corner.</p> <p>The use of oral Q & A and individual support given from staff members including reflective feedback & peer support from other learners.</p> <p>More able learners progress to next model.</p> <p>Work books, tracking, individual target forms, bricks, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, goggles and boots.</p>	<p>Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks.</p> <p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p>	<p>Learners will be familiarising themselves with tools and terminology used within the construction industry specifically relating to constructing a stopped end 9 Harris of corner, perp end joint) these terms are used both nationally and internationally with brickwork</p> <p>Learners will be embedding numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure and specifications on drawings and working closure to tolerances set within work packs from previous assessment feedback.</p>

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Week 19 w/c 27/01/20 <i>Student CPD Day</i> (28/01)		<p>At the end of the session's learners will have a good understanding of how to build a stopped end corner.</p> <p>To be able to cut bricks in half with a hammer and bolster. The reinforcement of the use of a trowel, level, square, tape/gauge-rod, jointer & brush.</p> <p>Topic: Constructing models in lime mortar from practical work books.</p> <p>Aims: for learners to set out and build a stopped end corner in stretcher bond.</p> <p>Context: Stopped end corner practical models constructed in lime mortar.</p> <p>Please note models will be rotated due to restrictions in workshop space.</p>	<p>Demonstration of the construction procedures of a stopped end corner and return stopped end corner.</p> <p>The use of oral Q & A and individual support given from staff members including reflective feedback & peer support from other learners.</p> <p>More able learners progress to next model.</p> <p>Work books, tracking, individual target forms, bricks, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, goggles and boots.</p>	<p>Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks.</p> <p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p>	<p>Learners will be familiarising themselves with tools and terminology used within the construction industry specifically relating to constructing a stopped end 9 Harris of corner, perp end joint) these terms are used both nationally and internationally with brickwork</p> <p>Learners will be embedding numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure and specifications on drawings and working closure to tolerances set within work packs from previous assessment feedback.</p>
Week 20 w/c 03/02/20		<p>Learners to set out and build half brick walling to assessment standards</p> <p>Context: City and Guilds Assignment 005: Construct half brick walling in stretcher bond assessment. Learners to</p>	<p>Learners assessed on constructing carpentry tasks working from tolerances set by CITB guidelines</p> <p>Learners to be questioned to highlight areas of knowledge relating to task and</p>	<p>Continuous assessment Via oral Q & A and verbal reflection, visual checking & marking of the partially or fully completed kinaesthetic tasks.</p>	<p>The development of learner's English skills is an inherent part of this session. They will have their spelling and grammar checked when they complete tools and materials</p>

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		<p>complete a timed assessment to standards set by the C-Skills awarding body.</p> <p>Assessment to be completed within a 3 hour time limit.</p> <p>Learners are given and advised on the option to complete a practice phase test model depending on skill level.</p>	<p>areas that require further input.</p> <p>More able learners to progress on assessment under suggested time.</p> <p>Work books, tracking, individual target forms, bricks, blocks, DPC, ties, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, lines pins, goggles and boots.</p>	<p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p> <p>Completing of materials and tools list within CITB assessment work pack and gaining feedback from tutor on areas of development relating to carpentry</p>	<p>lists. Their verbal skills and wider communication skills (answering, ability to listen, behaviour, etc.) should be checked throughout the assessment.</p> <p>Numeracy skills will also be seamlessly embedded by correctly measuring and marking using dimensions from drawings and transferring to model</p> <p>Learners will further embed numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure.</p> <p>The rule of law should also be discussed at the start of the session in relation to health and safety hazards and safe working practices in construction work.</p>
Week 21 w/c 10/02/20		Learners to set out and build half brick walling to assessment standards	Learners assessed on constructing carpentry tasks working from tolerances set by CITB guidelines	Continuous assessment Via oral Q & A and verbal reflection, visual checking &	The development of learner's English skills is an inherent part of this session. They will

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Scheme of Learning 2019- 2020

Session No and Date	Tutor	Learning Objectives (with link to syllabus reference and including employability skills that will be developed)	Teaching & Learning Activities to achieve the objectives (including resources, independent study & enrichment activities)	Learning checks (formative and summative assessment)	Opportunities to promote maths, English, equality & diversity and British values
<p><i>Staff CPD – Back to the Floor (13/02)</i></p> <p><i>All Staff Conference (14/02)</i></p>		<p>Context: City and Guilds Assignment 005: Construct half brick walling in stretcher bond assessment. Learners to complete a timed assessment to standards set by the C-Skills awarding body.</p> <p>Assessment to be completed within a 3 hour time limit.</p> <p>Learners are given and advised on the option to complete a practice phase test model depending on skill level.</p>	<p>Learners to be questioned to highlight areas of knowledge relating to task and areas that require further input.</p> <p>More able learners to progress on assessment under suggested time.</p> <p>Work books, tracking, individual target forms, bricks, blocks, DPC, ties, mortar, Wheel barrow, shovel, spot board, broom, trowel, level, tape/gauge rod, square, jointer, brush, hammer and bolster, lines pins, goggles and boots.</p>	<p>marking of the partially or fully completed kinaesthetic tasks.</p> <p>Assessment also including continual encouragement to use the written reflective feedback questions in the learner's practical portfolios, providing written feedback where applicable on completed exercises.</p> <p>Completing of materials and tools list within CITB assessment work pack and gaining feedback from tutor on areas of development relating to carpentry</p>	<p>have their spelling and grammar checked when they complete tools and materials lists. Their verbal skills and wider communication skills (answering, ability to listen, behaviour, etc.) should be checked throughout the assessment.</p> <p>Numeracy skills will also be seamlessly embedded by correctly measuring and marking using dimensions from drawings and transferring to model</p> <p>Learners will further embed numeracy skills by applying techniques of setting out, gauging and measuring models with aid of tape measure.</p> <p>The rule of law should also be discussed at the start of the session in relation to health and safety hazards and safe working practices in construction work.</p>