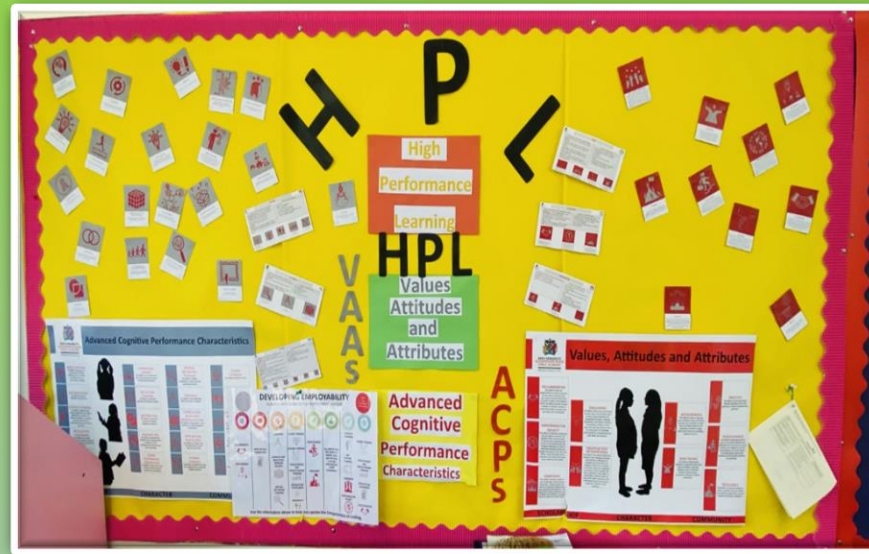
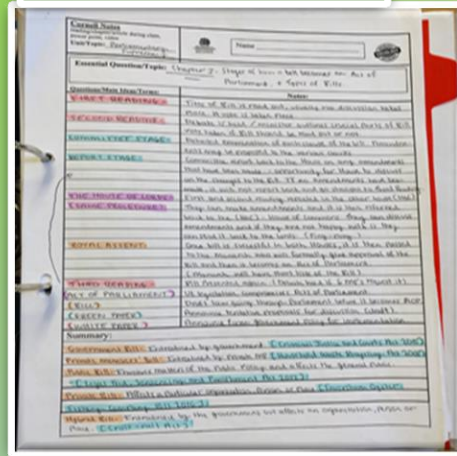
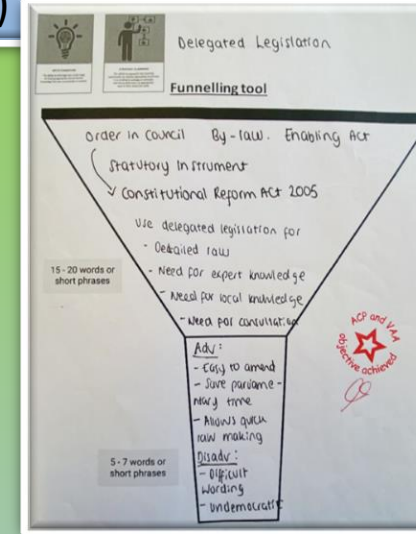


Cornell Notes



Funnelling Tool (Thinking tool)



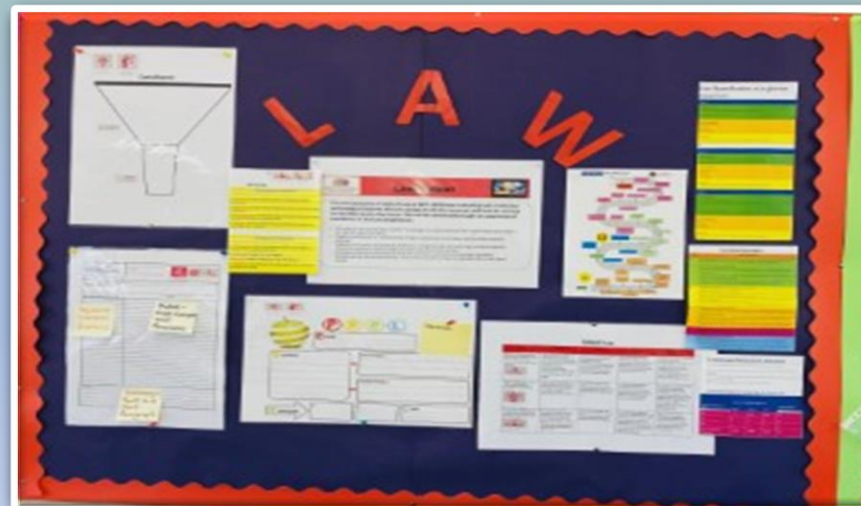
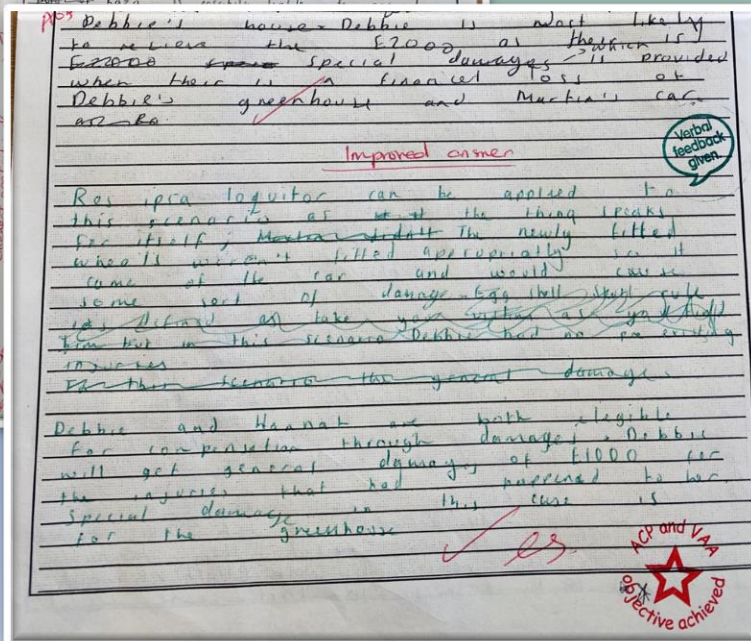
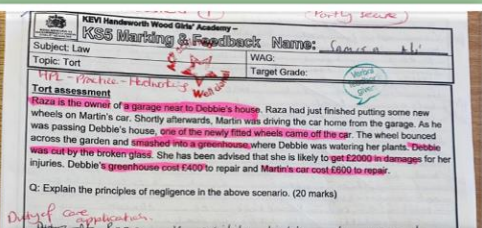
HPL Student record sheet

Date	HPL Focus	How did I apply this focus to my learning?	ACPS and VA
1st Nov	Maths - Fractions	Planning using fractions	✓
2nd Nov	Maths - Fractions	Planning using fractions	✓
3rd Nov	Maths - Fractions	Planning using fractions	✓
4th Nov	Maths - Fractions	Planning using fractions	✓
5th Nov	Maths - Fractions	Planning using fractions	✓
6th Nov	Maths - Fractions	Planning using fractions	✓
7th Nov	Maths - Fractions	Planning using fractions	✓
8th Nov	Maths - Fractions	Planning using fractions	✓
9th Nov	Maths - Fractions	Planning using fractions	✓
10th Nov	Maths - Fractions	Planning using fractions	✓
11th Nov	Maths - Fractions	Planning using fractions	✓
12th Nov	Maths - Fractions	Planning using fractions	✓
13th Nov	Maths - Fractions	Planning using fractions	✓
14th Nov	Maths - Fractions	Planning using fractions	✓
15th Nov	Maths - Fractions	Planning using fractions	✓
16th Nov	Maths - Fractions	Planning using fractions	✓
17th Nov	Maths - Fractions	Planning using fractions	✓
18th Nov	Maths - Fractions	Planning using fractions	✓
19th Nov	Maths - Fractions	Planning using fractions	✓
20th Nov	Maths - Fractions	Planning using fractions	✓
21st Nov	Maths - Fractions	Planning using fractions	✓
22nd Nov	Maths - Fractions	Planning using fractions	✓
23rd Nov	Maths - Fractions	Planning using fractions	✓
24th Nov	Maths - Fractions	Planning using fractions	✓
25th Nov	Maths - Fractions	Planning using fractions	✓
26th Nov	Maths - Fractions	Planning using fractions	✓
27th Nov	Maths - Fractions	Planning using fractions	✓
28th Nov	Maths - Fractions	Planning using fractions	✓
29th Nov	Maths - Fractions	Planning using fractions	✓
30th Nov	Maths - Fractions	Planning using fractions	✓

Reflect, correct & improve

HPL in Law

Self-assessment






Law making: parliamentary law making	Book 1 Chapters 3.1/3.2/3.3/3.4/3.5	• equality before the law • fairness and clarity.	• Green • Green • Green • Green • Green
Law making: delegated legislation	Book 1 Chapters 4.1/4.2/4.3/4.4	• Parliamentary law making including: • Green and White papers • the formal legislative process • the influences on parliament • the doctrine of parliamentary supremacy and limitations on it • the advantages and disadvantages of influences on parliamentary law making.	• Green • Green • Green • Green • Green
Law making: statutory interpretation	Book 1 Chapters 5.1/5.2/5.3/5.4/5.5/5.6/5.7	• The rules of statutory interpretation: literal, golden and mischief rules; the purposive approach. • Internal (intrinsic) and external (extrinsic) aids. • The Impact of European Union law and of the Human Rights Act 1998 on statutory interpretation. • The advantages and disadvantages of the different approaches to statutory interpretation.	• Green • Green • Green • Green • Green
Law making: judicial precedent	Book 1 Chapters 6.1/6.2/6.3/6.4/6.5/6.6/6.8	• The doctrine of judicial precedent. • The hierarchy of the courts including the Supreme Court. • Stare decisis, ratio decidendi and obiter dicta; law reporting in outline and the reasons for it.	• Green • Green • Green • Green • Green





What ACPs do we deliberately practise in our Law curriculum?

CRITICAL OR LOGICAL THINKING
The ability to deduce, hypothesise, reason,
and supporting evidence.

ACP	Model	Define	Explain	State (Success)
<p>Speed and accuracy are when you are able to write an accurate 20 marker assessment question in 20 minutes.</p>  <p>SPEED AND ACCURACY The ability to work to speed and with accuracy.</p>	<p>I do and we do modelling of structured assessment questions to show accuracy and speed that is required in planning a longer assessment answer. Accuracy of the multi-steps required at the planning stage.</p>	<p>Speed and accuracy in law is achieving good levels of accuracy in work. Planning work and pace of speed needed to complete an assessment task with multi-step made visible.</p>	<p>Speed and accuracy are about striving for and achieving excellent levels of accuracy in your written work. You are able to work rapidly without errors</p>	<p>You will have shown speed and accuracy by completing a structured 10 marker/20 marker/30 marker exam question in the allocated time. This is specific to the AO1 AO2 and AO3 objectives.</p>
<p>Fluent thinking in law is when applying legal principles to a synoptic scenario.</p>  <p>FLUENT THINKING The ability to conceive something entirely new.</p>	<p>I do and we do analysis of legal principles will allow us to explore a wide range of possibilities before presenting a legal remedy.</p>	<p>Fluent thinking is about exploring new ideas and thinking about putting them into perspective with case law.</p>	<p>It is about presenting a rationale of ways of explaining and compiling different arguments to the given scenario through evidence presented.</p>	<p>You will have shown fluent thinking by working together in the we do modelling to define and explain legal principles that apply. Your explanations will evidence and incorporate AO1 AO2 and AO3 objectives.</p>
<p>Connection finding in law is when you are drawing in the key concept links from previous topics.</p>  <p>CONNECTION FINDING The ability to use connections from past experiences to seek possible generalisations.</p>	<p>We do and you do to incorporate wider reading materials and make links with the objective of the lesson. This will be achieved through questioning in the we do and consolidation in the you do.</p>	<p>Connection finding is the ability to use legal concepts from previous topics and apply them to new topics.</p>	<p>It is about being able to make links between the legal principles and case law on the area of law and then being able to evaluate. It is important to think about the overall liability and possible defences available.</p>	<p>You will have shown effective connection finding by drawing links between different topic areas. For example, Actus reus and Mens Rea in Criminal law.</p>

What ACPs do we deliberately practise in our Law curriculum?

ACP	Model	Define	Explain	State (Success)
<p>Strategy planning in law is when you are planning a structured legal response.</p>  <p>STRATEGY PLANNING The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work.</p>	<p>When planning to write an exam question, we will use the I do to model an example of a legal point, we do to model one together and you do, to do it independently. Guided structure to be presented at the start.</p>	<p>Strategy planning is the ability to approach new learning experiences by using existing knowledge or concepts and connect it to pre-existing knowledge.</p>	<p>It is about using a method to plan strategically when using pre – existing knowledge and new knowledge. It is planning how to answer a question by using a specific method.</p>	<p>You will have shown strategy planning by completing a planning sheet to model paragraphs showing the use of PEEL.</p>
<p>Critical or logical thinking in law is when you are presented with a legal problem and you are able to apply a legal solution.</p>  <p>CRITICAL OR LOGICAL THINKING The ability to deduct, hypothesise, reason, seek supporting evidence.</p>	<p>We do and you do modelling of legal principles within synoptic scenarios will allow for rationale thinking.</p>	<p>I can reason and look deeper into something based on the facts and evidence presented.</p>	<p>It is about being able to critically evaluate different legal principles and use evidence to challenge assumptions presented.</p>	<p>You will have shown critical and logical thinking by analysing and synthesising</p>

What VAAs do we deliberately practise in our Law curriculum?



PRACTICE

The ability to train and prepare through repetition of the same processes in order to become more proficient.



COLLABORATIVE

The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas.



PERSEVERANCE

The ability to keep going and not give up; encounter obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; do not be satisfied until high quality, appropriate precision and the desired outcome are achieved.

Completing tasks fully / exam practice through exam questions. 'You do' activities.

Group work in law through 'We do' activities.

Reflect, correct and improve yellow sheet assessment tasks.

KEVI Handsworth Wood Girls' Academy -
KSS Marking & Feedback Name: Sarah Ali
Subject: Law WAG: Target Grade:
Topic: Tort HPL - Practice - Heterotopy Well done
Tort assessment
Raza is the owner of a garage near to Debbie's house. Raza had just finished putting some new wheels on Martin's car. Shortly afterwards, Martin was driving the car home from the garage. As he was passing Debbie's house, one of the newly fitted wheels came off the car. The wheel bounced across the garden and smashed into a greenhouse, where Debbie was watering her plants. Debbie was cut by the broken glass. She has been advised that she is likely to get £2000 in damages for her injuries. Debbie's greenhouse cost £400 to repair and Martin's car cost £600 to repair.
Q: Explain the principles of negligence in the above scenario. (20 marks)
Duty of care application
Raza is possibly liable to provide a duty of care to Debbie. Duty of care was first established through Donoghue v Stevenson but not established through Caparo v Dickman (1990). The first part of the test is foreseeability. This was illustrated through the case of Hill v Chief Constable (2004). It is reasonably foreseeable that the newly fitted wheels that came off of the car would smash into Debbie's greenhouse as Raza's garage is near it. The second part of the test is proximity. The proximity which talks about the time, space and relationship. In this case the time and space was shown as Raza's garage is closely placed near Debbie's house and shows how little space is between them and how little time his car was at Debbie's house and his wheels came off at the wrong time. The last part of the test is whether it is reasonable for Raza to be held liable. Raza is rightly held guilty as his job was to put new wheels on Martin's car and he failed to do that properly which led to this horrific incident.
Breach of duty is when the court asks if the defendant breached the standard of care duty of care. The standard of care of the reasonable man (Hill v Chief Constable (2004)) - The answer in this case would be yes.

Debbie's house - Debbie is most likely to receive the £2000 as the amount of damages is based on the actual damages at Debbie's greenhouse and Martin's car.
Improved answer
Respondeat superior can be applied to this scenario as the thing which caused the damage was the newly fitted wheel which was fitted appropriately in it came off the car and would cause the same sort of damage as the wheel which came off. Debbie is likely to get £2000 in damages for her injuries that had happened to her special damages in this case is for the greenhouse.
Debbie and Hannah both have legitimate claims for personal damages. Debbie will get general damages of £1000 for her injuries that had happened to her special damages in this case is for the greenhouse.
KCP and VAG
Active achieved