

(Design & Technology) Best Practice Grid

<p>What should we see in Design & Technology lessons as best practice?</p> <ul style="list-style-type: none">• Modelling- Equipment/Skills/Technology: active demonstrations delivered from the teacher.• High expectations of all students: – teaching from the top down rather than bottom up.• Embedded routines: to start of lessons – students line up outside and wait to enter and retrieval.• Secure Knowledge: Staff will confidently be able to deliver sound knowledge on the subject being taught.• Health and Safety with equipment.• Engagement: High levels of student engagement in all tasks, including independent task.• Retrieval: Students will experience retrieval questions on entry to lessons.• Differentiation: All students will be able to make progress in design.• Scaffolding: Targeted support and challenge used in lesson to support all learners needs.• Curriculum: Lessons all following the Rushey mead curriculum sequence. Rushey Principles of Instruction being embedded in lessons.	<p>What does effective questioning and scaffolding look like in Design & Technology?</p> <ul style="list-style-type: none">• Cold calling: used continuously in lessons.• Targeted questioning: regarding the student's ability, to support all student's needs.• Variety of styles of questioning. Short and extended response. Mixture of closed and open-ended questioning used in lessons.• Technical Terms: Teacher demonstrating the correct terms and vocabulary and encouraging students to use these terms.• Teacher probing: to encourage extension of responses. No 'opt out' by students: teachers scaffolding down the question until engagement is achieved• Confident Student answers: Students wanting to participate in the lessons and feeling confident to give answers.
<p>What does great modelling and exposition look like in Design & Technology?</p> <ul style="list-style-type: none">• Outcomes: Practical demonstrations to show how tools/equipment is successfully used.• Success Criteria: Modelling of the expected outcome and worked examples.• Practical Demonstrations: to then allow for independent learning to take place-<ul style="list-style-type: none">○ Health and safety,○ Critical Points,○ Use of tools• Technical Terms: Active use of teachers modelling technical language and correcting/encouraging students to use the same.• Demonstrations: Examples of pictures, diagrams and videos used in lessons to help explain concepts.• Design/Making examples	<p>What does retrieval practice look like in Design & Technology?</p> <ul style="list-style-type: none">• Entry Tasks: Recap from last lesson• Questioning on entry :(written and verbal) that require knowledge and understanding for topics studied prior (eg in previous Key stage) or previous lessons in the current topic• Practical skills retrieving from previous lessons.• Question on the board.• CGP Books KS4- Students are directed to the sections that have covered for interleaving and recall.
<p>What will you see in pupils' workbooks?</p>	<p>What formative assessment and feedback will you see in Design & Technology?</p>

<ul style="list-style-type: none"> • Retrieval Practice - Examples/exemplars and models and Scaffolded questioning • Design work: Clear presentation of design intentions • Annotation: Using technical terms and correct spellings. Full sentences and good use of literacy. • Taking pride with the presentation of their work. • Theory work & Questions: Examples/exemplars and models and Scaffolded questioning • Teacher Assessment Tables: Including formative feedback for students to make improvements from. • EOUT: Scaffolded questioning with challenge • Tools/equipment from practical's: Students able to identify the correct tools and equipment used and justify their responses. • Key words & Definitions 	<ul style="list-style-type: none"> • Books: Students books with key concepts and terms. • End of unit test: Reviewing how the theory knowledge has been retained from the students. • Teacher assessments with comments • Green pen- Self-marked work by students. • Targeted Questioning: Scaffolding with long and short questions posed. • Evaluative questioning: Students will critically evaluate their own work and be able to articulate how they could improve.
<p>What questions are useful to ask the children about their learning to elicit understanding?</p> <ul style="list-style-type: none"> • Questions about previous topics. Recall and explaining. • Why & How Questions • What Probing Questions • Asking students to explain ideas and answers. • "Why do you think we are learning about this today first?" • Curriculum Links: Can students link the work to previous knowledge from prior years, when asked specific questions e.g. why is polycotton classified as a synthetic fibre? 	<p>How do teachers in <i>Design & Technology</i> engage with the subject community?</p> <ul style="list-style-type: none"> • Social Media • Twitter • TMET: Across the Trust meetings with colleagues i.e. SIF • DATA (Design & Technology Association of Teachers) • Market Research and upskilling • Keeping updated with trends and local projects. • STEM (Science, Technology, Engineering and Maths) • Email by Twitter, PL courses, word of mouth. • Networking with other schools. • Meeting other colleagues at the Hub conference.
<p>How is literacy taught in your subject?</p> <ul style="list-style-type: none"> • Keywords at KS3 in all books. • Definitions highted & explained. • Keywords displayed in rooms: Use of 2 and 3 tired language at KS3 & KS4. • Scaffolded sentences. • Promoting student and staff reads in DT. <p>(Oracy)</p> <ul style="list-style-type: none"> • Promoting reading aloud actively in lessons: Students reminded to always use subject specific terms. • Think- Pair – Share • Encouraging students extend answers and justify responses. • Problem Solving. <p>(Writing)</p>	<p>Meeting the needs of all learners in Design & Technology:</p> <ul style="list-style-type: none"> • Breaking down tasks (i.e. keywords and include etymology were necessary) • Live demonstrations to remove language barriers. • Scaffolding • Circulating • Targeted questioning • Dual Coding • Checking and chunking • Adaptive teaching - worked examples, concrete examples.

- | | |
|---|--|
| <ul style="list-style-type: none">• Exam style questions: to build a spiral curriculum.• Concrete examples of annotations/piece of text.• Revising and editing written work.• Sentence starters/prompts. EG Annotation help sheets.• Revising text against the mark scheme.• Writing methodologies to understand concepts.• Using tier three language to prompt sentences. EG Materials, Target Market.• Defining a concept in students' own words to show understanding.• Using teacher comments to feedback writing improvements to students.• Challenging presentation. | |
|---|--|