

# Design and Technology

## Possible indicators may include

Significantly behind peers  
Requires constant overlearning  
Difficulty retaining Information

- EHCP
- SEND Support
- 1-1 TA Support
- Scribing ideas for child

Individualised

Respect For All



**Ambitious**  
In Aspirations

**Bold**  
In Actions

"...with God all things are possible" Matthew (19:26)

- SEND Support
- One Page Profile,
- Targeted questioning in lessons
- Use of scaffolds, to aid their recording of the learning they have attained each lesson
- Emphasise their discussions and understanding of the concepts through verbal feedback.

Targeted

- Quality 1<sup>st</sup> Teaching
- Can do approach for all children
- Verbal praise, feedback recognises praise and effort
- collaborative learning
- Working walls, add the new vocabulary throughout the unit
- talk partners
- All children complete the same learning objective
- PowerPoints on non white background, clear fonts
- Throughout the unit, D&T knowledge and skills are covered
- diagrams
- guided support
- independent practise
- Vocabulary
- scaffold stems to support explanations
- visual representations
- Ongoing formative assessment throughout lesson
- In lesson feedback and discussion on knowledge and skills
- Use of lollipop sticks
- targeted open questions
- positive relationships
- TA Support where appropriate
- Opportunities for learning in a practical way to embed the taught knowledge
- Being aware of children with Motor Skills issues having the correct types of scissors etc.
- Scaffolded sentence stems to encourage the use of the subject specific phrases and the vocabulary for that lesson
- Agreed lesson structure throughout school: 'Can you still...' at the start of lesson to recall previous knowledge/ address prior misconceptions from learning/sticky knowledge, 'Can you remember?' recap at the end of the lesson to embed learning
- Growth Mindset
- Health and safety promoted alongside risk assessments,

Universal