



Adaptive Teaching in Design and Technology

Introduction of new topics

Making use of prior knowledge, this provides support for students when a new topic and new content is introduced.

Present new material in small steps

Provide models and worked examples

Encourage independence when and where possible.

Peer discussion

Groups can be carefully chosen with a view to providing peer-support and by getting pairs to work together.

Grids and frameworks

Use strategies such as modelling demonstrating and initiating to support learners in understanding the step-by-step processes.

Fine motor skills

Use frames or adhesives to hold work in place on the surface

Provide larger scale material to work with/on.

Consider different types of tools, eg scissors (loop scissors, spring loaded scissors and or easel grip scissors).

Pre-taught and embedding vocabulary

The teaching of DT-specific terms and new vocabulary early and repeated allows students use this vocabulary and build a fuller understanding of its meaning in relevant DT contexts.

Word Banks are provided on Knowledge organisers which are included in each Project's booklet. This language becomes embedded by referring to it regularly during lessons and whilst modelling.

Provide visual aids to enable learners to identify equipment and media

Sensory needs

Consider when alternative materials or tools may be offered.

Be aware of triggers (smells, touch, noise) all this can be heightened in creative lessons.

Attention

Reflect on positioning of learners to maximise engagement.

Calm environment to minimise distractions.

Allow time to reflect so children can make connections to what they already know and in turn nurture motivation.

Allow movement breaks to support children who struggle with self regulation.

All learners should tidy away equipment so time needs to be built into lessons for this