Avondale Primary School

High Quality Inclusive Teaching and DT	
1. Expectations and Values	
High Quality Inclusive Teaching	**DT Specific**
• Promote the school's values • Make expectations for behaviour explicit through clear targets, explanations and modelling • Refer pupils regularly to classroom code of conduct and whole-class targets • Rules, routines and expectations are short, precise, positive and consistently reinforced • Take time to identify pupil strengths and praise these • 'Catch' pupils being good and emphasise positives (where appropriate) • Give pupils classroom responsibilities to raise self-esteem • Encourage pupils to take responsibility for learning • Communicate positive achievements with home and encourage home to do the same	• DT enables pupils to solve real problems through designing, making and evaluating purposeful products • All pupils are entitled to access a broad, ambitious D&T curriculum regardless of need. • High expectations are maintained by adapting access to tools, materials and processes rather than reducing challenge/expectations. E.g. – needles have larger eyes/made of thicker plastic rather than metal needles. • Pupils are encouraged to take risks, test ideas and learn from mistakes as part of the design process. E.g – ensure a positive classroom culture. • Independence, resilience and pride in high-quality outcomes are promoted. • Pupils understand the importance of safety, responsibility and respect when using tools and equipment.
2. Relationships and Behaviour	
High Quality Inclusive Teaching	**DT Specific**
• Use pupil's name and ensure attention before giving instructions • Communicate in a calm, clear manner • Listen to pupils and allow them to explain behaviours • Provide breaks between tasks and planned movement opportunities • Legitimate movement (messages, collecting items, fiddle toys) • Teach pupils how to manage interruptions (e.g. post-it notes) • Use Social Stories where appropriate • Ensure groupings provide positive role models • Safe place for belongings and calming resources • Model and maintain positive behaviour strategies. • Use restorative approaches to manage conflict • Promote collaborative group work and peer learning • Maintain consistency in expectations across staff • Apply consistent restorative approaches and positive reinforcement.	• Clear routines are established for D&T lessons, including safe movement, tool use and tidy-up procedures. • Explicit expectations are set for when and how tools and materials can be used. E.g – risk assessments are shared with staff and children prior. • A calm, supportive environment is created so pupils feel confident to ask questions and seek help. • Paired or supported group work is used to model safe and effective techniques. E.g – class teachers to model expectations of resource use/mini-plenaries. • Pupils are prepared in advance for changes to plans or routines to reduce anxiety. E.g- use of visual timetables. • Positive behaviour is reinforced through clear praise for safe working and collaboration. • Children are referred as 'builders/seamstresses' during DT lessons.

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3. Learning Environment	
High Quality Inclusive Teaching	**DT Specific**
• Classroom furniture and groupings allow pupils to see teacher and visual prompts • Quiet working area and 'quiet time' zone available • Tools and equipment easily accessible • Visual timetables and task lists provided (short- or long-term as needed) • Working walls to develop understanding of vocabulary • Correct seating for visual/hearing needs • Avoid shiny surfaces and visual clutter • Seating allows feet flat on floor and desks at correct height	• Classroom layout allows adequate space for tools, equipment and safe working. • Equipment is stored away safely with accompanying risk assessments. • Individual workspaces are provided where needed to support focus and physical needs. • Equipment is organised and accessible, with only required resources available to reduce cognitive and sensory overload, however a variety of resources are available to stretch and challenge learners. • Visual safety instructions and processes steps are clearly displayed. E.g – widget used for displays/key learning on working walls. • Ear defenders are available for pupils sensitive to noise. • Seating and positioning of children are considered.

4. Speech, Language and Communication	
High Quality Inclusive Teaching	**DT Specific**
• Rules of good listening taught, modelled and reinforced • Pre-arranged cues for active listening (symbols, prompt cards) • Gain attention before speaking • Instructions broken into manageable chunks and given in sequence • Slow delivery with processing time • Use multi-sensory approaches to introduce vocabulary • Minimise abstract language • Use talking partners and scaffolded dialogue to encourage communication. • Systems for checking understanding • Prompt cards and narrative frameworks used • Visual feedback systems (e.g. thumbs up) • Parents informed of new vocabulary • TAs used effectively to support questioning and explanations	• Prior learning is discussed using Knowledge Organisers before units of work. Consistent use of vocab/meaning of vocab and pictures are used for reduce visual stress/cognitive overload. • Equipment is named, demonstrated and displayed visually before use. • Instructions are short, clear and delivered one step at a time. • Physical actions are used to reinforce processes and safety procedures. The use of safety equipment – i.e – junior hand saws is regularly reinforced. • Word banks and sentence stems support spoken and written explanations. • Understanding is checked regularly by asking pupils to explain what they are doing and why.

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5. Pedagogy, Memory and Metacognition	
High Quality Inclusive Teaching	**DT Specific**
• Use deliberate pauses for effect to maintain attention and engagement. • Pausing for effect, modelling, chunking, questioning • Multi-sensory approaches and interactive teaching • Differentiation and scaffolding for all learners • Plan transitions carefully to maintain focus and flow. • Alternating tone of voice • Pausing for effect • Modelling and scaffolding tasks • Chunking instructions to avoid cognitive overload • Flexible classroom layouts for different learning types • Open-ended questioning • Differentiated instruction • High expectations for effort and engagement • Use spaced repetition and retrieval practice to consolidate knowledge. • Explicit memory strategies and visual prompts • Explicit links made to prior learning • Reflection and mini-plenaries to consolidate learning • Pupils encouraged to explain what they need to do • Teach and model memory techniques • Small whiteboards for notes, spellings and ideas • Visual timers used to extend time on task • Chunk activities with praise for completion • Reduce copying from the board	• Teachers model designing, making and evaluating processes step by step – E.g- we use the iterative process during teaching DT – enabling children to constantly refine and reflect up on their work. • Practical tasks are tested in advance to identify where adaptations may be required E.g- protypes/models used to show chn an example. • Demonstrations are repeated and remodelled as necessary during lessons. – lessons begin with a revise question • Concrete starting points and real materials are used to support understanding – photographs of equipment used over clip art. • Learning is structured so pupils can work alongside the teacher before attempting tasks independently – I do,we do, you do approach • Pupils are supported to reflect on previous designs and build on prior learning - planned opportunities for this – see MTP's • Visual prompts and worked examples support recall of processes and techniques. • Repeated practice of key skills (e.g. cutting, joining, measuring) is planned across units – key skills are revised and then progressed ect stitching – running stich – back stitch – Criss crotch/whipstitch • Pupils are encouraged to talk through their design decisions to strengthen understanding – oracy opportunities – evaluations are not always written. • Photographs or videos of previous work are used as memory aids – uploaded to canva to refer back to
6. Assessment, Planning and Teaching	
High Quality Inclusive Teaching	**DT Specific**
• 'Next steps' derived from what the pupil can already do • Additional time provided where necessary • Clear success criteria and structured task breakdowns • Checks for understanding built into lessons • Occasional opportunities to work with a scribe	• Planning clearly identifies learning outcomes and anticipates potential barriers related to tools, materials and sensory needs – key learning on all MTP's, which is reviewed regularly/adaptations stated on some MTP's. • Tasks are broken into small stages – now and next bards/language is used as well as mini plenaries to check understanding.

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• Assessment used to inform scaffolds and adaptations	• Pupils are given additional time to complete projects where needed and are reassured this is expected – many opportunities to self-reflect/ improve in DT • Modelling may be videoed so pupils can replay instructions independently – YouTube links for teachers under resources coloumn on some MTP's ie – claw/bridge grip good examples. • Oral evaluation and practical demonstration are used alongside written outcomes to assess understanding. • Expectations for success are made explicit using visual success criteria/design brief – this is shared and referred back to during learning and is clearly stated on MTP's. some MTP's states the design brief/ some allow this to be more open ended to be adaptable.
7. Literacy and Maths	
High Quality Inclusive Teaching	**DT Specific**
• Multi-modal instruction: visual, auditory, kinaesthetic • Adaptive planning linked to prior knowledge • Text presented clearly: uncluttered layout, bullet points, clear fonts • Diagrams and pictures used to support meaning • Coloured paper and appropriate IWB backgrounds • Support for writing organisation and publication • Minimise visual overload • Eliminate unnecessary copying • Pre-teach subject-specific vocabulary. • Targeted interventions for gaps in knowledge • Use of manipulatives, visual aids, and scaffolds	• Literacy demands are reduced through visual instructions, diagrams and labelled templates. • Sentence stems support evaluation and explanation of design choices – saved pre-planned sentence stems on MTP's • Mathematical concepts such as measuring, scaling and proportion are taught using concrete resources – manipulatives/rulers/range of pencil thicknesses used • Grids and templates support accuracy and spatial understanding. • Pupils are encouraged to explain processes verbally to reinforce comprehension, not relying on written explanations only see oracy DT grid
8. Scaffold, Adaptations and Supports	
High Quality Inclusive Teaching	**DT Specific**
• Visual task lists, checklists and cue cards • Copies of board work provided where needed • Visual, hearing and coordination adaptations implemented • Sloping desks, grips, taped paper, appropriate seating • Chunked instructions with visual reinforcement • Reduced background noise and clear sightlines • Repetition and clarification of instructions	• Word mats, visual process guides and labelled equipment images are readily available – use of widget so pics/vocab is consistent throughout year groups. • Adapted tools are provided where necessary - easy-grip scissors, larger needles, clamps • Materials are adapted - pre-made holes, templates/patterns to enable safe access to learning.

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• TA support targeted and purposeful	• Enlarged resources are provided where required/ a range of material available for children requiring sensory support.
9. Motivation, Recognition and Feedback	
High Quality Inclusive Teaching	**DT Specific**
• Frequent praise linked to effort and success • Visual feedback systems to show understanding • Use of responsibilities to build confidence • Opportunities to share work with others • Praise for small steps and sustained effort • Encourage home-school reinforcement • Provide immediate, specific, and actionable feedback. • Encourage self-assessment and peer feedback. • Use praise and recognition to foster engagement and confidence.	• Effort, problem-solving and safe working are consistently praised – MTP's state to refer to chn as en engineer/chef ect – this is also expected in EYFS during CP. • Mistakes are framed as part of the design cycle and opportunities for improvement – use of iterative process is spiralled throughout planning. • Pupils are supported to produce high-quality products they can feel proud of – MTP's state curriculum enhancements to showcase work i.e. parent workshops. • Learners are given responsibility within lessons to build confidence and ownership. • Finished products are shared, displayed or evaluated to celebrate achievement and progress – parental workshops/ DT lead to 'pop' into lessons to celebrate acheivments/FB blogs