

## Guidance for Observation and Target Setting in Primary Design and Technology

### National Curriculum Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### 6 Key Questions to ask when observing Design and Technology lessons:

	Question	Additional Information
1	Is there a clear focus to the lesson i.e. making, designing or both designing and making?	<i>Not all DT activities / projects have to involve designing AND making. It is quite OK to focus purely on making or purely on designing without making. Key is have an explicit intention for what children will learn.</i>
2.	What decisions are children able to make during the lesson?	<i>As well as developing their practical knowledge, children need to develop their 'strategic knowledge' so that they are able to make decisions about tools and processes to achieve specific results.</i>
3	Has any practical activity been modelled /demonstrated in an appropriate way?	<i>It is critical that children see (usually close up) how things are cut, joined etc. A demonstration needs to be appropriate so that children can see what is happening and, ideally, can take part.</i>
4	Has prior knowledge been considered when planning the lesson?	<i>Certain technical concepts and knowledge requires previous experience i.e. for children making a simple wooden frame, some experience of measuring and marking is useful.</i>
5.	Are children aware of any health and safety considerations?	<i>Children need to be aware themselves about potential risks and how they may be avoided.</i>
6.	Is technical vocabulary being taught to, and used by, used by children?	<i>In developing their knowledge of tools and resources it is important that teachers use the correct terminology e.g. refer to dowel rather than stick.</i>

## Potential **Design and Technology Specific** Targets on Lesson Analysis Forms.

<b>Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum &amp; pedagogy) Next Steps:</b>
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Identify the technical knowledge relevant to the lesson and consider how it may be best learned.
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Consider the layout of the room considering what the children will be doing.
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Carry out a risk assessment for the lesson considering hazard, risk and control.
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Review the available resources and whether there needs to be parallel activities.
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<b>Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:</b>
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Monitor children's progress and question them on their understanding of next steps.
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Assess not only what children have achieved but how they went about it to capture procedural and tacit knowledge (Photographs may be useful here for modelling and work with food).
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Involve children in evaluating what went well and assess their ability to identify changes in how they worked.
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<b>Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum &amp; pedagogy) Next Steps</b>
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Develop your technical knowledge by making different things from the materials that children are using.
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Identify critical practical knowledge that children will need and consider the best pedagogical strategy to support their learning.
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Consider the context that you are providing for children to take part in designing and making. How could you change it and what would be the effect on their learning?
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Develop your understanding of design and designing by looking at printed and online sources.
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