

Adaptive Teaching in Design Technology

At Ingleton, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.

Introduction of new topics

Making use of prior knowledge provides support for students when a new topic and new content is introduced. Present new material in small steps. Teachers to provide models and worked examples and to encourage independence when and where possible.

Peer discussion

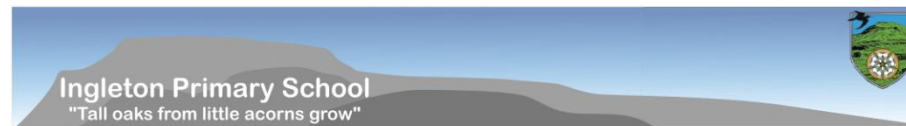
Groups can be carefully chosen with a view to providing peer-support and by getting pairs to work together.

Grids and frameworks

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

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 etc).



Pre-taught and embedding vocabulary

Key vocabulary is provided for each project and teachers ensure this language becomes embedded by referring to it regularly during lessons and whilst modelling. Repeated use of vocabulary to build a better understanding of its meaning in relevant DT contexts. 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 to take place.