

Design and Technology Feedback Prompts

Please refer to the Design and Technology section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

Curriculum Frameworks: Reference should be made to the current curriculum framework for KS1, KS2 and EYFS.

Design and Technology Subject Knowledge: Associate Teachers should demonstrate accurate subject knowledge in their planning and teaching.

The following prompts are designed to support in giving subject-specific feedback and are informed by the National Curriculum, the EYFS Framework and current research.

Key Idea:	What to look for
Understanding contexts, users and purposes. Generating, developing, modelling and communicating ideas	➤ Are the 6 design principles in their designs – including user and purpose considered? ➤ How is recording of ideas supported including those with SEND? ➤ Are choices incorporated for the children to facilitate and develop creativity?
Making Planning Practical skills and techniques	➤ How effectively does the Associate Teacher model relevant skills for this project? ➤ Are children given opportunities to practise skills before designing? [Focused Tasks] How does the Associate Teacher encourage the iterative design process? ➤ Are tools and processes used safely and efficiently?
Evaluating Existing products Own products and ideas Key Events and Individuals	➤ Are the 6 design principles used for critical evaluation of existing products? [IEAs] ➤ How do Associate Teachers support children to create their own learning goals for future projects based on their evaluations? ➤ Are children introduced to notable inventors, influential designs, industrial revolutions, and ethical and environmental issues and sustainable design?
Technical knowledge Making products work	➤ Electricity: how are links made to learning from science to develop children's practical understanding and use of (in KS2) electric circuits? ➤ Mechanisms: how well are model construction and principles of mechanisms modelled, such as levers and linkages (KS1) and pulleys (KS2)? ➤ Structure: how are children supported to understand how to shape and join materials to make structural designs, considering strength, stiffness and stability? ➤ Textiles: how does the Associate Teacher teach children to create 3D textile products by joining textiles with a needle and thread?
Food technology Food preparation, cooking and nutrition Where food comes from	➤ How are children helped to understand benefits of healthy eating, building knowledge of nutrients in different foods and a balanced diet? ➤ How effectively are culinary skills modelled such as chopping, peeling and grating? ➤ Is creativity facilitated by giving children choices around skills and ingredients? ➤ Are children taught to understand where food comes from, including animals, plants, farming, homegrowing, seasonality and imports?
Assessing learning and progress in design and technology	➤ Are important content and concepts they will teach and assess identified? ➤ How do they check whether pupils know these? ➤ Does they use a range of assessment methods effectively to assess knowledge, understanding and/or progress throughout the lesson? ➤ Does the Associate Teacher use formative assessment to shape learning within lessons – addressing any learning gaps and identifying next steps?
Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress), why this is important (impact on pupil progress), and how will this be achieved (what actions are needed?) E.g. To model safe and effective use of a junior hacksaw in order to develop children's skills to enable them to shape resistant materials by showing children how to correctly grip and gently move the tool across the material in long strokes to use all the teeth on the blade.	