



Willow Fields Community Primary School
Design and Technology Lesson Design Toolkit

1.Retrieval and Retention	Provide a starter that recaps and reviews prior learning and consolidates knowledge e.g. what have you learned yesterday, last week, last topic. Or provide a starter that piques curiosity and asks as a hook for the upcoming lesson. You might start with a quick game, letter or short story to challenge them to solve a problem, odd one out or a quiz to recap prior learning.
2.Purpose and Sequencing	Explain the subject you are teaching and the purpose of the lesson and how it fits into the bigger picture and wider curriculum. Ensure that all children are explicitly aware of the aim of the lesson. All children should be aiming for the same objective.
3.High Expectations and Communication	Ensure you 'teach to the top' with high and ambitious expectations. Scaffolds must be provided to support learning. Ensure instructions are concise and communication is clear and that the correct language is being modelled. Make sure you allow discussion time, where appropriate, as well as thinking time.
4.Knowledge and Deliberate Practice	Ensure you are explicit about the core knowledge you are teaching to the children and how this will be built on lesson by lesson. Ensure this is communicated to pupils during the lesson and links throughout the course are explored. Think about the aim of the session, will they be planning, making or evaluating and ensure this is clear from the objective that has been set at the beginning of the lesson.
5.Modelling and Questioning	Ensure new material is presented in small steps and that you are explicitly modelling and showing pupils what 'success' looks like. Ensure probing questioning is used to aid thinking. Use explanation, timely intervention and live marking to address misconceptions at the point they are made and there is a drive for whole class understanding. Ensure you create a model of the design so that the children have clear expectations for what they need to achieve by the end of that session.
6.Literacy, Reading	Ensure that there is an explicit focus on improving and developing vocabulary and literacy. Use knowledge organisers and short extracts at the beginning of every session. Encourage and check for new / subject specific / technical vocabulary to be applied to all work. Provide opportunities for children to write at length where appropriate.
7. Metacognition and Self-Regulation	Ensure you are explicit in communicating and teaching effective learning strategies that children can adopt themselves in independent work and at home. Ensure that you are active in explaining 'thinking' to children. Ensure that when ready, scaffolding is gradually removed to allow children independence. Ensure lessons are inclusive for all.
8.Feedback and Review	Ensure feedback is clear and timely. It needs to be manageable, specific and targeted. Ensure formative assessment is acted upon and that you are constantly aiming to gain as much feedback as possible from children during the lesson. Ensure that a plenary reviews information from the lesson and indicates next steps (whether that is moving on or consolidation / review work). Identify children for pre or post teaching intervention groups. Ensure that spellings of both high frequency words and key vocabulary are corrected. It is imperative that time is then given at the beginning of the following lesson to review any errors and correct these. At the end of the lesson, children need time to reflect on their learning, ensuring that they are focussing on creative mindsets and behaviours – using the BLP words such as rational or resilient – to support you with planning and supporting their next steps.