

What A Great Lesson Looks Like

DT



Striving for excellence; ensuring standards of behaviour and engagement are high and create a positive climate of learning.

Understanding, adapting and meeting the needs of all learners in order to build confidence, provide challenge and ensure success. Every student is known.

Tracking pupils progress - Hunting not Fishing. All students know how to improve; feedback supports improvement.

Transforming theory into practice. Using the latest pedagogy and subject specialist knowledge to inform teaching inside the classroom.

Organising and sequencing the Curriculum so that all students understand the context and their expected learning outcomes.

Nurturing our student's language fluency, knowledge and skills so they are equipped to be successful in later life.

- Teachers nurture students in a safe environment following our school values: love, respect, hope, kindness and resilience.
- Entry Routines:**
 - Teacher is at the entrance to the classroom – meet, greet and seat.
 - Pupils enter the classroom in silence and get their equipment out on the desk and complete the Do Now Retrieval Activity on entry.
- Behaviour and Expectations:**
 - High expectations are set with regards to behaviour for learning; teachers expect students to be equipped and organised, engaging in all activities appropriately to the work that is set.
 - High expectations are set regarding health and safety, use of specialist equipment, being aware of surroundings at all times and cleaning routines.
 - Teachers foster positive working relationships with students, awarding praise points and golden tickets.
 - The school sanction system is consistently used in the department. A warning is given for any failure to follow the Sutton Way and noted down on the white board and Class Charts, any further behaviour is escalated with removal to a Behaviour Hub using a radio.
- Students are seated for success and taught in mixed ability classes designed to encourage aspiration and achievement.
- Teaching assistants are utilised to support all learners.
- Homework is designed to support knowledge retrieval, skills development and extend pupils learning in lessons.
- Reading to Succeed is also a key element in each rotation's homework booklet.
- Adaptive Teaching**
 - Teachers use adaptive teaching strategies to support and challenge all students including the highest attainers through explicit teaching of specialist terminology, choice of texts in Reading to Succeed, planned extension tasks, scaffolded tasks, questioning, and encouraging independence in practicals.
 - Teachers provide a variety of modelled examples, with success criteria, for pupils to aspire to and to clarify the expectation of learning and outcomes. Success Criteria is shared with models of different progress descriptors.
 - Live modelling of skills is a key part of our teaching theory lessons.
 - Personal Learning Checklists are used to ensure pupils understand and reflect on the desired learning outcomes and supported in achieving them through effective teaching and learning.
- The Curriculum is the Progression Model. Pupils are assessed on how well they are knowing and remembering more.
- Knowledge and skills are revisited and built up to ensure key components are retained from each rotation. Building on skills through year groups and KS3-4, in order to master all key skills in each specialism.
- Hunting not Fishing**
 - Hunting not Fishing Pads are used by all staff to track pupil progress each lesson, identifying misconceptions and adapting teaching to the needs of all.
 - Teachers use assessments both formative or summative to provide meaningful feedback and model how to improve and to contextualise students' next steps using cold calling, self-assessment white boards, diagnostic checks using RAG cards, live marking and at least one deep mark per half term.
- All staff have access to local, trust-wide and national CPDs, including D&T Association and Food Teachers Centre.
- Subject Specialist knowledge is used to inform teaching and learning.
- Teacher Instruction**
 - Break down of tasks and model small steps/stages/techniques.
 - Use of subject specific technical language.
 - Linking techniques to exemplar material to model and set high expectations and rank examples.
- Deliberate Practice**
 - Clear times for constructive peer for peer conversation and sharing ideas.
 - Directed task times when knowledge is being checked.
 - Cold Calling.
- Retrieval Practice**
 - Do Now activities are visible on students' entry to the classroom - they either connect the lesson's learning and focus on a verbal starter/mise en place/for practical lessons, or provide a low stakes short task to engage pupils in the learning for the lesson.
 - Tasks are RAG rated to inform PLC.
 - Checklists in order for pupils to identify areas for improvement and what they need to do in order to progress further.
- Curriculum Sequencing**
 - Teachers share learning objectives to contextualise the learning
 - Knowledge is taught in a sequential manner this is planned across the KS3 and 4 curriculum to revisit and build on prior learning with effective spacing. This includes skill components.
 - Success criteria is shared and used / referred to during the lesson and as AFL
 - PLCs and Knowledge Organisers indicate the key concepts, core knowledge, and key vocabulary that students will learn in that unit of work
- Teachers communicate, where relevant, the links between the learning and life beyond school.
- Revision strategies are explicitly taught to support acquisition of knowledge.
- Teachers frequently model learning strategies.
- Key vocabulary is referenced within schemes of learning and teachers explicitly teach the meaning of the vocabulary, encouraging pupils to use it confidently in the context of their own work, both oral and written
- Reading to Succeed**
 - Reading to Succeed is an expectation of all students and a culture of reading developed in each classroom. 5 minutes of each lesson is dedicated to reading.
- Homework**
 - DT: Appropriate tasks set for each year group to introduce, reinforce or extend the pupils' knowledge and understanding.
 - Food & Nutrition: Homework is predominantly organisational skills when planning for practical lessons. Each rotation also has a reading and comprehension task linked to topics covered in lessons and a knowledge application task.