

Esk Curriculum Adaptive Teaching and Scaffolding in Design and Technology

Generic

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| <ul style="list-style-type: none"> • Recap prior learning • Break learning content/instructions into small steps or chunks • Provide a model or a WAGOLL (What a good one looks like) • Cue cards/prompts • Manipulatives • Checklists • Mind Mapping • Enabling Thinking aloud • Flexible Grouping • Reframing questions • Giving pupils notice that you'll be asking them a question and breaking instructions down into small, manageable chunks • Individualised resources (privacy screen, wobble cushion, fiddle toy, coloured overlay etc) • Intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out-of class interventions (though these may still be appropriate and necessary for some pupils). | <ul style="list-style-type: none"> • Provide a word bank/Vocabulary List • Writing Frames • Use a Subject Knowledge Organiser • Pausing more when providing instructions or information to allow children with SEND processing time • Working through examples of work together • Encouraging everyone to ask questions and use critical thinking • Setting everyone in the year group the same task, but giving some students extra support such as sentence starters or key vocabulary • Removing unnecessary expositions i.e. keeping your spoken language at an amount and level that will enable maximum access. • Targeted tailored support both within lessons and as pre/post teaching • Letting pupils show what they know in forms other than written text, e.g. voice recordings, role play or drawings |
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Subject Specific

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| <ul style="list-style-type: none"> • Adapted/Left handed appropriate tools available • Paired practical work • Adapt practical techniques where necessary • Revisit previously taught techniques | <ul style="list-style-type: none"> • Use 'expert' language such as Electricians, builders etc |
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