Design & Technology Feedback Prompts

Substantive knowledge

Substantive knowledge is the content that teachers teach as an established fact. This could include, for example, construction techniques such as how levers and pulleys work, how to make a split pin puppet etc.

Disciplinary knowledge

Disciplinary knowledge refers to the methods and behaviours of working as a designer. This could include an emphasis on problem solving and collaborative learning (effective teamwork) as well as, for example, investigation and communication.

Effective approaches
Evidence of 5 stages of DT process having been taught. The 5 stages are all essential aspects of high-quality provision in DT. They are: 1. Product Analysis – the research that informs the design of the intended product. This could include product research, investigating similar products, market research and research around the end user/s 2. Design – aspects of design could include mind maps, mood boards, annotated plans etc 3. Key Skills – to include aspects of health and safety, appropriate use of tools, cross curricular aspects of the project eg accurate measuring, 3D shape/nets, disciplinary knowledge, substantive knowledge required to be successful eg construction technique 4. Making 5. Evaluation – opportunities for evaluation should be provided throughout the project but once the product has been completed does the student offer children opportunities to critically reflect and celebrate? Do the activities planned allow children to develop an understanding of the iterative process?

Learning and Teaching within an appropriate and engaging context: Is there a clear purpose? Has an end user been identified? Series of lessons could possibly be delivered within engaging context such as ‘The Apprentice’.
Are there opportunities to develop metacognitive skills?
Evidence of skills/learning behaviours having been developed eg creativity, collaboration, perseverance, problem solving, reflection, reasoning (Conditional knowledge).
Is there effective use of questioning to support understanding and development of skills, understanding and knowledge? Are there effective approaches to review learning (appropriate formative assessment)?
Is there evidence of subject knowledge: e.g. understanding of ‘mechanisms’, construction techniques, correct use of tools?
Is use of subject specific vocabulary accurate?
Is inclusion in collaborative tasks planned for?
Are children provided with responsibility for direction of product (which meets a clearly defined brief)?
Is there a focus on health and safety eg evidence of safe and proper use of tools having been taught?
Is there evidence of opportunities for reflection, celebration of success and sharing of achievements?