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| **Name of trainee** |  | | | **Subject** | **D & T** |
| **Name of mentor** |  | | | **Key stage** |  |
| **Name of link tutor** |  | | | **Class** |  |
| **Programme** |  | | | **Number of learners in session** |  |
| **Professional practice**  **Phase (please check box)** | Introductory | Developmental | Consolidation | **Number of the lesson observation** |  |
| **School/setting name** |  | | | **Date** | **Enter date** |

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| **Key points emerging from the session** |
| *Evidence of what the trainee knows, understands, and can do linked to the EHU curriculum.* |

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| **Design and Technology Research and Subject Association Links**  D&T in primary schools - D&T Association | |
| Subject Specific Elements.  *What makes an effective Design and Technology lesson?* | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |
| * **Engagement through Real-World Contexts:**  Demonstrating how design and technology impact everyday life eg engineers, famous chefs, textile designers. Links to inventors and inventions. * Subject and Curriculum Knowledge: Knowledge and understanding of the Iterative Process (product analysis, key skills, design, make, evaluate). * **Hands-On Activities:** Incorporates hands-on activities that allow students to explore, experiment, and create using a variety of materials and tools. * **Demonstrations and Instructions:** Provide clear demonstrations and step-by-step instructions to guide students through the design and technology process. * **Collaboration:** Encourage collaboration and teamwork by allowing students to work together on projects and share ideas. * **Inquiry-Based Learning:** Foster inquiry-based learning by encouraging students to ask questions, explore solutions, and think critically about design and technology concepts. * **Adaptive Teaching:** Provide support and scaffolding, extension activities, and assessment specific to D&T. * **Integration:** Look for opportunities to integrate design and technology lessons with other subjects, such as science, mathematics, literacy, and computing. * Prioritise safety by establishing clear safety procedures, risk assessments and guidelines for using tools and materials, food safety and hygiene. Ensure that pupils understand and follow safety protocols to prevent accidents and injuries. **Preparation and organisation of high quality, suitable resources. Behaviour management.** |  |

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| **What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?** | |
| High Expectations and Managing Behaviour  How Pupils Learn, Classroom Practice & Adaptive Teaching  Subject Knowledge and Curriculum  Assessment  Professional Behaviours |  |

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| **Opportunities for further development**  **Target setting prompts**  [Primary subject specific target setting - Mentor Space](https://sites.edgehill.ac.uk/mentorspace/support-for-target-setting/primary-target-setting/) | | |
| What needs developing? Choose 1 or 2 targets for development. | How, where or when could the trainee observe practice and/or receive feedback. | Who will organise this? |

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| **Observer (mentor)** | **Name** | **Signature** |
| **Observer (link tutor)** | **Name** | **Signature** |
| **Trainee** | **Name** | **Signature** |