

## DT Adaptation Mat

### Responsive Planning



- Adjust lessons based on learner needs.
- Assistant teachers will work in small groups to model teamwork.
- Opportunities to work independently and as part of a team therefore providing a collaborative environment.
- Pupils use visual and audio resources such as hands-on tools, videos and images.
- Opportunities for role play and oracy activities to support the development of speaking and listening skills.
- Observe and assess pupils continuously through assessment quizzes, digging deeper challenges and sticky learning quizzes.
- Offer multiple pathways for achieving the same learning goal.
- Tools are adapted or changed to help children with fine or gross motor needs use them safely, comfortably, and independently in DT.

### Instructional Flexibility



- Use pair or small-group activities to encourage collaboration.
- Flexible Grouping and varied support.
- Rotate groups so students work with different classmates.
- Mix learners strategically to balance skill levels and promote peer-assisted learning.
- Vary questioning and explanations.
- Use word banks and other visuals to support outcomes.
- Incorporate visual, tactile, or hands-on supports to promote DT learning and understanding.
- *This ensures that no child is left behind and allows every learner to engage in a way that suits them.*
- Blank level 1-4 to support all learners to ask and answer questions.
- Teach students to plan, monitor, and evaluate their own learning.
- Structured speaking opportunities such as research groups and role play.
- Scaffolded oracy development.
- Allow alternative ways to demonstrate understanding (oral, written, visual, or digital).

### Collaborative Reflection



- Work with colleagues, families, and external resources to support the development of the DT curriculum.
- Reflect on what's working and adapt next steps.
- Include pupil voice wherever possible.
- Use reflection and metacognition to reflect on achievements, challenges and teamwork.
- Encourage cooperative learning, mentoring, and peer feedback.
- Inclusive assessment of communication.
- Train peers in supportive strategies to foster inclusive interaction.
- Opportunities to discuss work independently and as part of a team.
- Assistant teachers will work in small groups to model teamwork.
- Use anchoring questions to promote discussion and reflection among students on their learning or group work.

### Cultural and Emotional Sensitivity



Lessons focusing on The Gates Golden Goals.	Respect diverse backgrounds and learning needs through real life role models.	Use restorative approaches to support behaviour: PACE, Emotional Coaching Positive Regard.	Children to look for role models and praise peers to create positive reinforcement.	Allow pupils to set personal goals for each session, fostering intrinsic motivation.
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