

Additional points raised during the Key Stage 3 Session:  
Angela Sach, Sue Woodhead and Tim Brotherhood.

- Teaching and Learning issues need to be on agendas for DT team meetings
- Some teachers found the use of open ended pupil centred learning difficult, because of the new ways of working, and the perceived lack of structure.
- Pupils may take time to “learn to learn”.
- In the pilot, teaching objectives were not always translated into learning objectives. NAAIDT needs to help teachers to make the differences clear.
- Some misconceptions about the use of Yearly Teaching Objectives. NAAIDT members need to support teachers to help them with this.
- The importance of teachers and pupils using correct technical vocabulary and also in developing evaluative skills was emphasised.
- The Design Abacus strategy can be used to teach pupils about environmental aspects of evaluation.
- Assessment: the pilot showed the importance of pupils receiving regular feedback on their developing designing work in order for them to make progress.
- The “front cover” is important to share the assessment criteria with pupils.
- Some schools are still not including sufficient detail in their curriculum planning.
- Designer Resources: The use of mood boards as developed by professional encouraged pupils to produce high quality mood boards of their own.
- The use of handling collections needs to be encouraged.
- The IKEA design software has proved to be very useful when doing interior design.
- There is a recognition that drawing does not always have to precede 3D modelling.
- Rotational Courses: Each specialism does not have to teach the same designing skills:
- As an example of how progression and continuity can be strengthened, Investigation skills could be taught as a focussed objective by the teacher in pupils’ first rotation and assessed by the teacher in the second rotation; this pattern can be repeated through the whole rotational system.
- This methodology was included as part of the Nuffield methodology 10 years ago.