

SEDD Planner Overview 20-21 - Subject: Design & Technology

	SEDD Session Planner Overview:	Delivered by:	Start time:	Finish time:	Venue:	Lunch arrangements:
SEDD 1 Fri 25 th September 2020	<p>SEDD 1 = KS2 & KS3</p> <ul style="list-style-type: none"> • Prior reading - https://www.nasuwt.org.uk/uploads/assets/uploaded/3535be2c-801c-46cb-b4410810472b52a3.pdf (key debates- why creative curriculum still counts) • KS2 National curriculum – feeder school input • Blending into KS3 curriculum – skills/theory baseline testing – how/why • KS3 National curriculum – Creating an engaging curriculum – what long, medium and short-term planning looks like. • Most common KS3 behaviour issues/ health and safety • How to virtually approach D&T/ Food/ Textiles 	H. KEEGAN & R. LILLY	9.20 am	3 pm	Easington Academy	Bring own lunch
SEDD 2 Wed 30 th Sept	<p>SEDD 3 = KS3</p> <ul style="list-style-type: none"> • How D&T might approach H&S/ MINT class/ context sheets/ TKO what goes into the pre-planning of lessons. • Lesson plan example to follow then (observation of said lesson linked to SEDD questions/H&S etc of prior week) (Use retrieval spaced practice-recall key knowledge within lesson to discuss afterward) • Model KS3 writing a sequence of learning (looking at remembering more) to interleave prior knowledge of short, medium- and long-term planning from previous session. • SEDD produce their own sequence of learning. • How do the lessons fit into the NC big picture? Key big ideas in D&T education- issues with varied subjects. • Look at common misconceptions of KS3 curriculum and analyse D&T bad practice/show future of D&T- www.blueprint1000.org.uk power of competitions/ networking and understanding industry links. 	H. KEEGAN & R. LILLY	9.20 am	3 pm		Bring own lunch
SEDD 3 Mon 12 th Oct 2020	<p>SEDD 3 = KS3 assessment</p> <ul style="list-style-type: none"> • What does formative and summative look like at KS3. • Standardising using booklets vs books. • How to assess skills effectively. Demonstration of skill assessment- SEDD produce and demonstrate skill assessment with pupils. • Look at AFL - levels, without levels and percentages for feedback examples discuss pro's/cons of each. • Tracking skills and knowledge at KS3 • Planning effective digital homework-Using TES/DATA/SENECA/BITESIZE/ reducing workload 	A.Kell				Bring own lunch
SEDD 4 Wed 21 st Oct 2020	<p>SEDD 4 = KS4 diversity</p> <ul style="list-style-type: none"> • GCSE specifications- how they differ in terms of content & assessment -BTEC/ GCSE • Consider KS4 curriculum intent, implementation and impact-pathways. • Back to bigger picture how to transition from the KS3 to KS4 curriculum in your subject (content and skills- medium to long term plan review-tracking skills overtime) • GCSE- upskilling for SKATS – (D&T / Food) • Interleaving skills and knowledge how to keep NEA on track 	H. KEEGAN & R. LILLY				Bring own lunch

SEDD 5 Wed 4 th Nov 2020	SEDD 5 = KS4 assessment <ul style="list-style-type: none"> GCSE assessment (formative and summative) & use of WAGOLLS Marking and feedback at GCSE: model how to do this effectively Teaching GCSE exam skills (how to teach each question 'type') Tips from examiners and utilising examiners' reports KS4 lesson planning (short, medium and long term) Planning effective KS4 homework 	F,Mather				Bring own lunch
SEDD 6 Mon 9 th Nov 2020	SEDD 6 (Challenging topics and troubleshooting) <ul style="list-style-type: none"> Challenging topics-(Butchery, ethics, morals, religious food choices- Drawing skills / CAD? CAM/Mathematics in D&T) how to teach in your subject and how to approach them – look at bringing in experts inspiring pupils Reactive session- troubleshooting (use questions etc from previous sessions.) 	F,Mather				Bring own lunch
H&S	H&S day – possibly removing – Challenge and support or condensing SEDD 7 & 8 into a 1 day session.					
SEDD 7 Mon 1 st Feb 2021	SEDD 7 (Challenge and support) <ul style="list-style-type: none"> Challenge- teaching to the top in your subject (what does a 9 look like-how to achieve a D* Critical thinking and-teaching independent learning-safe hands off teaching learning/creating a creative classroom Questioning for challenge. How to scaffold for a mastery of skill Differentiation, scaffolding and subject-specific <u>SEND</u> strategies/resources 	A.Kell				Bring own lunch
SEDD 8 Fri 12 th March 2021	SEDD 8 (Cross-curricular links) <ul style="list-style-type: none"> SMSC and British values- in D&T- tracking and promoting Literacy and numeracy opportunities in D&T examples – tracking and promoting Cross-curricular links in your subject to Art/Photography/Drama/Media/Business Teaching a second subject -learning to cope-networking 	A. Kell				Bring own lunch
SEDD 9 Fri 19 th March 2021	SEDD 9 (KS5) <ul style="list-style-type: none"> KS5 teaching in your subject and the transition from KS4 (content & skills) AS/A level specifications: how content and assessment differs AS/A level commonly taught topics (use to further inform SKATs) AS/A level marking 	F,Mather				Bring own lunch
SEDD 10 Friday 30 th April 2021	<ul style="list-style-type: none"> Troubleshooting (TP2) Learning outside the classroom in your subject & extracurricular opportunities The NQT year and beyond- advice for subject specific career pathways & CPD opportunities Reactive session- troubleshooting 	H. KEEGAN & R. LILLY				Bring own lunch

	<ul style="list-style-type: none">• Interview practice/training in your subject (common tasks, questions or pitfalls)					
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D&T SEDD Deliverers

- **H.Keegan – HOD Easington Academy – Specialist in Textiles & Food x 4**
- **R. Lilly 2nd in Dept. Easington Academy – Specialist in Food x 4**
- **F.Mather HOD Bedlington -Specialist in Food x 3**
- **Ash Kell – Shotton Hall - D&T Specialist**