



**West Park
Church of England
Primary School**

Curriculum Policy DT

‘Let your light shine’ Matthew 5

Date of approval	November 2023
Date of next review	Autumn term 2024
Approved by	Full Governing Body

West Park CE Primary School – Subject Policy 2023/24

The Team – 2023-24

Subject leader - Alexis Dickins

Governor -

Line Managers of Subject Leaders- Sophie Gumbrill and Caitriona Bull

The Importance of Design Technology

West Park CE Primary School provides opportunities to encourage and challenge all pupils to 'shine' through our inclusive curriculum, which is inspired by shared Christian beliefs, values and practises in our school family.

Our Aims are:

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

National Curriculum subject Purpose of Study statement

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The National Curriculum for design and technology aims to ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. To critique, evaluate and test their ideas and products and the work of others and to understand and apply the principles of nutrition and learn how to cook.

Intention-What will pupils learn at West Park CE Primary?

Long-term overview of skills (where National curriculum objectives are planned for in each year group) here

Year group	Autumn	Spring	Summer
Reception	Gingerbread - food	Toys - construction	Ugly bug ball – fashion focus – construction and modelling
1	NA	Space rocket - construction	Weapon and helmet – construction Soup/sandwich - food
2	Fire of London - sewing	Antarctic diorama – construction Fruit kebabs – food technology	Pride banner – Textiles Recycle bins - pneumatics
3	Stone age structure - construction	Pop up mechanisms	Pizza - food
4	Food technology – ginger bread biscuits	Viking tapestry - sewing	Lighthouse - electronics
5	Bird feeders - construction	Making a Greek monster - pneumatics	Dips and dippers - food technology
6	Fiver challenge WW2 toys - Cams		Energy bars - food

Implementation- What teaching activities are planned in Design Technology at West Park CE Primary?

Learning is carefully structured and planned in units of work to enable the children to link their previous and new knowledge and skills and to stick this learning together into rich and robust knowledge so the pupils can apply what they know with increasing fluency and independence. These units of work are evaluated and updated as new texts, resources and inspirational events take place. This ensures our curriculum is relevant and robust as well as inspiring and rich. **Link to unit plans on website:**

Curriculum overview- Outlines are written and shared with parents each half-term. These are used to inform parents about what will be taught, what children will be able to do and remember after the unit of work and share key vocabulary and resources to support with learning at home. **Link to these on school website:**

Differentiation and Adaptation –to the curriculum and learning environment

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to all pupils including those pupils who have SEND. All children, regardless of need, learn alongside their peers wherever possible, apart from short focused interventions to meet their particular SEND need/s.

Adaptation is ‘any adjustment in the environment... or materials for learning’ which enables pupils to access and participate in learning. Darrow (2008)

We make the following adaptations to ensure our curriculum is ambitious and meets the needs of all pupils:

1. Adapting learning approaches to provide suitable learning challenges
2. Differentiating and adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, additional adult support, teaching style, content of the lesson, resources etc.
3. Arranging physical spaces for accessibility for all pupils
4. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
5. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, shorter pieces of text
6. Providing resources and equipment that are accessible and usable by all pupils
7. Making reasonable adjustments to practices and policies

Differentiation is defined as ‘tailoring teaching to attend to specific pupil’s needs and the way they learn’ Van Tassel-Baska (2012)

Differentiation at West Park includes:

1. Understanding the needs of the pupils
2. Valuing and planning for diversity
3. Purposeful use of flexible grouping
4. Teaching up- aiming high and then scaffolding that helps all pupils reach this.

Enrichment

By carefully planning trips and specialist visitors, we enhance our curriculum offer, bringing our learning to life. A current overview of this for this year is:

	Autumn	Spring	Summer
EYFS			
Year 1			
Year 2			
Year 3		Trip to BUTSER FARM ccnstruction and structures	
Year 4			
Year 5			
Year 6			

Staff Development

Every subject leader has strategic leadership time each half term to support their monitoring and leadership. They also lead staff training for teaching staff each year. Some subject leaders also lead Maximising Impact of teaching assistants for all support staff to ensure curriculum provision and expertise is consistent across our school.

Community- How do we share our learning with our community?

We share our learning by inviting parents into school throughout the year; examples include

performances following drama workshops, music workshops, art exhibitions, sports days, termly parent consultations and open afternoon when parents and families can come into class to see recent work and displays of learning.

There might be others for particular subjects e.g. music concerts (add or delete as appropriate to your subject)

Impact- What will the children at West Park remember and be able to do after their learning?

Assessment

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. (See National Curriculum)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

End of unit assessments

Children’s Evaluation and photo

Formative On-going Assessments by class teachers includes feedback and discussion with the child. Progress is recorded using programmes of study grids/Insight. Samples of work are moderated against expectations and are stored and shared as examples and to demonstrate progress.

Marking

Work should be marked regularly in line with the school policy for marking. Verbal feedback is the most effective form of feedback for moving learning on but written feedback and modelling can also be effective. 'Green Pen Marking' is to be encouraged at all times so that children are being supported and moving children on during the lesson rather than retrospective marking which has less impact.

Display

See school policy for displays. We aim to inspire and challenge the children, supporting their learning through a working wall combined with celebrating achievement.

Equal Opportunities

Design Technology plays an important part in the life of our school. It must be available and accessible to every pupil. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all pupils, matched to their knowledge, understanding and previous experience.

Pupils should have equal opportunities to develop their understanding and enjoyment of Design Technology.

Pupils should be taught about diverse focus figures (artists, sports people, authors, characters etc)

Monitoring of Standards

Monitoring of Design Technology across the whole school is completed by the Subject Leaders and shared with staff and Governors in the YILO and annual reports. Year Leaders have the responsibility of monitoring their own year group each term and reporting to the Subject Leader.

- 'Year in the life of' monitoring (YILO).
- Lesson observations/drop-ins
- Work scrutiny/book looks
- Pupil voice meetings
- Termly assessment data tracking (tracking grids/progression grids/pupil progress records)
- Assessment data from summative assessments.

Links to other policies:

- Assessment policy
- Curriculum policy
- Display policy
- Homework policy
- Inclusion policy
- Marking and feedback policy
- Equalities Statement

Policy reviewed on 15.9.23 by Alexis Dickins Subject Lead

POSSIBLE ADAPTIVE IDEAS (General)

- Planning clearly identifies what children will learn.
- Teachers consider equipment, environmental sensitivity risks, gaps in knowledge of vocab and processes.
- Tasks broken down and built incrementally.
- Consider classroom space (e.g. layout) and learning environment to ensure all learners fully access this curriculum area.
- Consider resources for specific needs i.e. fine motor skills, sensory, visual and auditory aids.
- Pre-teaching – how to resource this is the greatest challenge.
- Access to a wide range of processes, such as technical drawing, construction, textiles, electronics, control and food technology.
- Access to artists, designers and inventors.
- Sketch books are paramount opportunities to capture learning journeys (not obligatory for KS1).
- Provide a word and/or picture bank.
- Modelling, demonstrating skills.
- Allow movement breaks if and when necessary.
- All learners should routinely clean and tidy away equipment to encourage independence.
- Show outcomes from previous lessons work to aid memory.
- Ensure all equipment to be used is fully accessible and adapted for individuals as necessary to ensure all can fully participate.

POSSIBLE ADAPTIVE IDEAS (KS1)

- Opportunities given to develop fine motor skills.
- Experiment with broader range of media.
- Become more independent designers and makers.

POSSIBLE ADAPTIVE IDEAS (KS2)