



Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

Design & Technology Policy

INTENT – Purpose and Structure

Our Design and Technology (DT) curriculum is based around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work and communicate like a designer. It focuses on excellence in this subject through a range of disciplines and by referencing outstanding practitioners in this field. The intention is that the exceptional teacher instruction inspires pupils to acquire knowledge as designers and technologists and enables them to skilfully apply their understanding.

At Shankhill School, we will ensure our children become creative designers by making sure they meet the National Curriculum expectations, to:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 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
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

The Design and Technology curriculum is organised into blocks with each block covering a particular set of disciplines, including food and nutrition, mechanisms, structures, systems, electrical systems, understanding materials and textiles. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity. In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of development in the Working as a Designer section. Each module will focus on promoting different aspects of these competencies. This will support teachers in understanding pupils' progress as designers more broadly, as well as how successfully they are acquiring the taught knowledge and skills

Teaching and learning follows our *Six Phases of Learning* model to ensure that learning: connects to prior learning; is taught explicitly; children are given time and support to understand and deepen their learning, and are challenged appropriately. Our curriculum is rich in vocabulary, knowledge and skills that are progressive and transferable.

Our DT key concepts, long term overview and EYFS expressive arts and creativity documents show how knowledge progresses from Nursery through to Y6 and beyond.

"This school continues to be good... maintains good quality education... pupils gain a sense of achievement from their lessons... they display excellent attitudes towards their learning... behaviour in lessons and around school is impeccable... Staff are welcoming and inclusive... strong Christian values are promoted well... (results) well above that of other schools nationally" Ofsted 2019
Staff "strive to ensure that pupils are happy, while making education fun and enjoyable." Parent View 2018



IMPLEMENTATION

All teachers provide inclusive, quality first teaching in DT by planning and delivering engaging and effective teaching and learning for their class. In Shankhill School, we follow the National Curriculum and primarily use the CUSP Scheme of Work as a guide to support teachers with their planning and assessment. As we have two mixed-age classes, children come across knowledge and vocabulary in a two or four year rolling program to ensure National Curriculum coverage, whereas skills are built upon each academic year.



Connect



Explain



Example



Attempt



Apply



Challenge

Our clear, cumulative curriculum is taught through our six phases of learning, so that every child has equal opportunity to learn the rich vocabulary, knowledge and skills in a clear progressive manner. Pupils are explicitly taught the vocabulary, knowledge and skills required then are supported and challenged to learn, use and deepen their understanding accordingly. This knowledge is included in a knowledge organiser and taught using knowledge notes.

Quality first teaching using a range of monitoring, feedback and assessment strategies provides opportunity to intervene and support learning in the moment. Support can also be from a variety of strategies such as personalised learning activities, resources and adult support; pre/post-teaching or interventions. Challenges can vary depending on the technique being studied.

In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of development in the Working as a Designer section. Each module will focus on promoting different aspects of these competencies, and will be evident in every unit. This will support teachers in understanding pupils' progress as designers more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Working as a Designer			
Design	Make	Evaluate	Apply
The art or process of deciding how something will look or work.	Create something by combining materials or putting parts together.	Form an opinion of the value or quality of something after careful thought.	Use something or make something work in a particular situation.

The use of knowledge notes allows teachers to make reasonable adjustment for pupils with SEND / EHCP to help make sense of the content.

We have created our own long term sequence that is rich and progressive in knowledge and vocabulary to clearly outline what pupils should know, be able to do and remember at key points in their primary education (end of: EY, KS1, KS2).

In Early Years, pupils explore and use a variety of media and materials through a combination of child initiated and adult led activities. Teachers plan DT activities linked to each topic. Child interests are also explored when they arise and are supported through planning. Pupils have the opportunity to support

their child initiated play through the continuous provision which gives children access to a variety of DT resources.

Indoors -

Construction kits: small and large, junk modelling, deconstruction building, mobilo, duplo, Lego, wooden blocks, stickle bricks, K'NEX, straws and connectors. Cutting and joining resources: scissors, hole punches, hammers, nails, glue, sellotape, treasury tags, ribbon, split pins, wool and string. Media: paper, card, bags, cardboard boxes, trays. Embellishments: sequins, glitter, buttons, threads, pom poms, wool, ribbon, stickers.

Outdoors-

Planks of wood, tyres, den building poles, fabric, canes, crates, pegs, ropes and reels.

Children in EYFS have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials.
- Respond to a range of media and materials developing an understanding that they manipulate and create effects with these.
- Use different media and materials to express their own ideas.
- Construct with a purpose in mind using a variety of resources.
- Develop skills to use simple tools and techniques competently and appropriately.
- Select appropriate resources for a product and adapt their work where necessary.

In key stage 1, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. They will learn about the work of a range craft makers and designers.

Learning in key stage 2, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. They will learn about the work of a range craft makers and designers.

The curriculum is built around design questions, such as, *Does food effect the way you feel?* As we are aiming to get the pupils to solve problems using their designs. As well as teaching pupils the key knowledge, we aim to give pupils skills that are needed to solve problems in real life

Teachers assess children's work in DT by observing them work during lessons. Verbal feedback is offered throughout the lesson, whilst not compromising a child's creativity and ideas. Designs are marked at the end of the unit of work in each child's book, with teachers providing comments which refer to the child's knowledge and use of skills and techniques taught.

In KS1 and KS2, during lessons, staff use in the moment feedback as all evidence points towards feedback being most impactful as near to the point of learning as possible and this is what the six phase lesson enables.

After each DT unit, teachers will assess the children's skills and knowledge they have gained and how their design skills have developed. By comparing pre and post learning tasks and using open ended questions that require children to connect and explain their learning.

Our monitoring cycle is planned across the year and our 3 year school improvement cycle. When DT is in focus, there is additional time and resources budgeted so that a deep audit, review and evaluation of impact can be carried out, and actions completed. When DT is not a main focus, leaders will complete light touch monitoring as outlined within their action plans.

IMPACT

Leaders and staff work collaboratively to monitor and evaluate the impact of the Design and Technology curriculum using a variety strategies, including:

- Pupil Book Study
- Learning Walks
- Pupil Voice
- Seeking views of other stakeholders: parents, carers, staff, governors, community.

These will show that by the end of each key stage, children know, apply and understand the substantive knowledge and skills specified in the DT National Curriculum programme of study for KS1 and KS2 and the Expressive Arts strand of the EYFS.

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked and age related expectation levels are reported to parents at the end of the reception year.

Our Design and Technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and vocabulary progression also forms part of the units of work. We use books from Key Stage 1 to enable children to explore ideas and practise skills and keep a record of their learning.

This will culminate in pupils at Shankhill School being confident designers, ready for the next stage in their learning.