Curriculum Offer for Design and Technology

INTENT

How is your curriculum set up and what it the rationale behind it?

Context:

Market Town:

Raise aspirations for all of the children
All children to achieve (21.7% PP – increased over time)
Children starting school with low level of speech, language and communication, including lower vocabulary and many have limited experience.

Driving the curriculum:

Our Mission

Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do' **Matthew 5:16 (ICB)**

Our Vision

At St Peter's CE Primary and Nursery School children and their learning are central to everything we do. As a church school we aim to serve our community by providing an education of the highest quality within a framework of Christian belief and values. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer to all of our children.

Our school values underpin our day to day lives:

• **Fairness**: We act without bias and provide equal opportunities for everyone.
'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)
• **Honesty**: We always tell the truth, whilst showing respect for the feelings of others.
''For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)
• **Teamwork**: We work together to achieve shared goals.
'For the body is not one member, but many' (Corinthians 12:14)
• **Ambition:** We work hard to achieve our aspirations and never give up.
'You did not choose me; I chose you and appointed you to go and bear much fruit, the kind of fruit that endures.' (John 15:16a)
• **Care**: We look after each other, ourselves and our environment.
'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another' (John 13:34-35)
• **Respect**: We are thoughtful and considerate to ourselves, others and the environment. 'Do to others whatever you would like them to do to you. This is the essence of all that is taught in the law and the prophets.' (Matthew 7:12)

Our Values are visible around the school as a constant reminder to us all. We are proud to display our Christian values, but strongly encourage a sensitivity to difference and the faiths and cultures of others. We are an inclusive school.

Members of St Peter's school community work together to provide a vibrant and creative learning experience for our children. A safe and secure environment encourages children to be happy, confident and enthusiastic learners and enables them to take risks in their learning. Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.

We value the partnership with parents and carers very highly and encourage them to take an active role in all aspects of school life. We aim to develop a culture of inclusion and diversity in which everyone feels comfortable and welcome.

In order to achieve our vision we aim to ensure that our children understand the importance of being:

• **Respectful**: Each child is thoughtful and considerate to themselves, others and the environment.
• **Ready to learn**: Each child has a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
• **Resourceful**: Each child shows initiative, asks good questions and is prepared to use a variety of strategies to learn.
• **Reflective**: Each child is curious, able and willing to learn from their mistakes and can describe their progress
• **Able to Reason**: Each child is able to make careful decisions based on an ability to explain their thinking, consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds which will help them to become good investigators and communicators.
• **Resilient**: Each child is prepared to persevere and stay involved in their learning, even when the process is challenging.

At St Peters, Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. They are taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators.

Vocabulary Development
In order to develop children's vocabulary, we have identified subject specific vocabulary (which we call tier 3 vocabulary) to support a child's conceptual knowledge and improve their 'cultural capital'. Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary, which, in turn, helps pupils to express themselves in a sophisticated, mature way.

Ambitious curriculum for all
Children who are disadvantaged have full access to the curriculum in accordance with our aims. We aim to ensure that the teaching of Design and Technology is accessible to all pupils. Our Pupil Premium strategy states we will maximise all children's potential by offering them an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. Disadvantaged pupils are given the opportunity to build their cultural capital in accordance with our vision to enable all pupils to dream, believe, achieve and flourish.
Children with SEND have full access to the curriculum. Teaching and tasks will be adapted to suit the needs of the child and alternative methods of recording will be provided e.g. digitally if appropriate.

IMPLEMENTATION

The Design and Technology curriculum consists of objectives taught through lessons linked closely to other curriculum areas. DT units are taught three times through the academic year of which one is food based.

CURRICULUM STRUCTURE

Curriculum breadth
St Peter's DT curriculum is based on the National Curriculum. It will engage the children in a broad range of designing and making activities which involve a variety of methods of communication eg speaking, designing, drawing, assembling, making, writing and using information and communication technology.

Making links – Design & Technology is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified when appropriate. E.G The children can apply scientific and mathematical knowledge to create products which are functional.

Recording – The children's workbooks are a good source of evidence of good practice. On-going, formative assessment, both during and at the end of each unit, informs summative assessments. Areas of success and next steps are shared with the children.

Teaching approaches/Pedagogy
Children design, make and iteratively evaluate a range of products. A good quality finish is expected in all design and make activities appropriate to the age and ability of the pupil. The work covered in each year group ensures a balance of: investigative, disassembly and evaluative activities, focused tasks, designing, making and evaluation assignments,

Progression in subject

Sitting below each of these is the progression document from EYFS to Year 6.
Document: Progression Document

IMPACT

Assessing Progress

Formative assessments: Using and end of year assessment sheet, children will be assessed as B - below, WT – working towards, EX – expected or GD – greater depth at the end of each year. An annual report to parents, details progress and achievements made in designing and making.

Supporting staff/Training:
Subject Leads:
The subject lead undertakes annual Network Meetings for D&T Leaders run by The University of Chester.

Teachers
Skills audits are carried out and those that identify a support need with the D&T teaching are supported accordingly with planning and delivery.

Teachers new to school/ECTs
New teachers/ECTs are provided with the progression document, assessment document, Long Term and Medium Term plans to support their teaching and a smooth transition into D&T teaching at St Peter's.

Teaching Assistants
TAs/HLTAs are able to ask for support from their class teacher or the subject lead.

Development point:

Broaden children’s knowledge of key designers and inventors in the world