



## Subject; DT

### Intent

<b>A love of learning and the success of every child at the heart of all we do</b>
<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
<p>At The Topsham Primary School, we believe that all children should develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Our enriching curriculum allows children 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. The spiral curriculum enables children to build upon key concepts, with the understanding that we are all life long learners with skills that need to be refined.</p> <p>Children leaving the Topsham School in year 6 will:</p> <ul style="list-style-type: none"> <li>● Investigate, explore and critique existing products</li> <li>● Follow design briefs to plan products. These plans may include detailed and annotated drawings and mock ups</li> <li>● Continually edit and adapt products through trial and self reflection and critical peer reviews</li> <li>● Learn fundamental and specific skills to create their own products</li> <li>● Develop a sense of viewpoint to identify product audience</li> <li>● Create products for real purposes, within our school and wider community</li> </ul> <p>Children leaving the Topsham School in year 6 will have experienced:</p> <ul style="list-style-type: none"> <li>● Parents with expertise working alongside children, teaching a specific skill from the technological community.</li> <li>● Children take part in purposeful making, eg designing costumes for an event or for their end of term outcome</li> <li>● STEM activities that promote the 'doing' of technology, and that solves increasingly complex problems, which require continual self and peer reflection.</li> <li>● Visit a gallery, museum, exhibition or event that supports or celebrates the technology they are learning.</li> <li>● ICT programmes to support the design and/ or making of technology, including 3D modelling</li> <li>● Electronics and robotics, and begin to understand the place of new technology in the world</li> </ul>

### Implementation

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<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
<b>High Quality Planning</b>
<p><b>Substantive Knowledge and Experiences in Design Technology</b></p> <p>A progression of Skills and Knowledge for Design Technology has been written for teachers to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and onto the end of Key Stage 2. We aim to build a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of key skills alongside the development and deepening to key knowledge. All DT planning follows the structure of 'evaluate, plan, make, evaluate', with these key concepts and skills being built upon through the spiral curriculum. Opportunities for children to</p>

engage with DT in real and applicable contexts are planned for, with the development of practical skills being at the heart of all we do.

**Disciplinary knowledge and Critical thinking skills in Design Technology**

In Design Technology we use Bloom’s Taxonomy as a planning framework to support these two characteristics of learning. This approach supports consistency of practice, language across the school and high-level questioning that supports assessment for learning. Through the planning and teaching of Design Technology, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work ‘like a designer’.

**Metacognition: Developing and supporting Positive Attitudes to Learning in Design Technology**

Our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every Design Technology lesson and sequence are: *Planning, Resourcefulness, Making Links, Practising, Reflectiveness*. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning for our curriculum which builds on prior learning, supports children to see connections, challenges and facilitates higher level thinking skills and supports children understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING	Promotes and develops Metacognition
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A successful Design Technology lesson will:

- Have a clear learning objective which is shared with the children and understood
- Use carefully planned questioning to foster children’s curiosity and enable children to discover and engage with new learning
- Build on prior learning with clear and relevant links made to the children
- Use the learning environment (working wall) to show the journey of their learning so far and instantly display key vocabulary
- Make use of suitable resources which are used safely and are fit for purpose
- Make links to the relevance of skills and knowledge to real life scenarios
- Allow opportunities for collaborative and independent work
- Encourage reflectiveness as a part of the ongoing evaluation process

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children.**

<b>T</b>	<b>O</b>	<b>P</b>	<b>S</b>	<b>H</b>	<b>A</b>	<b>M</b>
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school. Our DT curriculum Motivates children to engage and reflect with existing products and takes DT out of the classroom into the real world. ALL children are given opportunities to revisit and develop existing skills, and create products that are unique to them.

**Through this, we create a safe, secure learning environment where all stake holders have shared and consistent understanding of our Values and positive behaviours expected within our school.**

**High Quality, Enabling Environment**

Working wall showing progression of sequence	Tiered Vocabulary used as part of display	Learning Powers clearly linked to learning sequence	Children independently access high quality resources that engage and allow interaction
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- Topic vocabulary will be displayed on working walls and KS2 will also record this in their individual vocabulary books. Vocabulary on working walls will be illustrated where appropriate to support understanding and assimilation.
- Working walls will demonstrate the progression of the learning sequence and may include: records of shared discussion, examples of children’s work, photographs and examples of artwork.
- Floor books, displays, Seesaw/ Tapestry and sketch books showing the progression of sequences, supporting children to see the learning journey; where they have come from, where they are going and to celebrate their achievements.
- Teachers will use the Devon Library Service to provide a range of reference books linked to the topic, at an appropriate reading level for the children to access in their learning environment.
- Teachers will plan to use a wide range of high quality resources and equipment that allow children to safely and confidently learn and practise practical skills
- Opportunities for children to explore resources and equipment to hone these skills will be planned for during each teaching sequence

**Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process**

**Impact**

**Monitoring and Supporting High Quality Planning and Timetabling**

Design Technology is planned for collaboratively in phases and is informed by outcomes of previous sequences, in line with National Curriculum expectations. Timetabling will show balanced coverage of all subjects.

Monitoring will include;

- Monitoring of termly planning and pupil voice- including scrutinising evidence
- Support for development of assessment through staff CPD.
- Access to the local community and competitions.
- End of year teacher conferencing and feedback to edit and improve topic planning.

**Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.**

**Monitoring and supporting High Quality Teaching and Learning**

- Termly book looks/evidence looks alongside pupil voice at the end of a teaching sequence.
- Drop-ins to observe teaching across a phase as and when needed
- Gathering of wider evidence, including working walls, feedback from trips and written evidence in KS1 & KS2.
- Development of an agreed policy for vocabulary, so that it is introduced and displayed in a consistent way throughout the school.
- Opportunities where possible to develop peer support with school members of RELP.
- Opportunities for staff to observe good practise, or be supported with team teaching DT in another class in school.

**Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning**

**Monitoring and Measuring Progress through assessment and published data**

In Design Technology we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in DT is built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each sequence of learning and gaps identified to inform future planning.

**Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress**

**School Improvement Priorities**

All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching

**Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.**