

This document sets out our intent, implementation and impact of Design Technology Leadership, teaching and Learning in Offwell C of E Primary School. 'Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'. (DfE Definition)

Our Intent for DT

At Offwell, our vision: **Be Well; Learn Well; Live Well**, charges us to ensure that we secure for each child a sense of physical and mental wellbeing, as the foundations for effective, life-long learning and to enable each child to both benefit from, and contribute to, a better world.

Be Well DT, in its many forms, contributes to emotional wellbeing by fostering creativity. Learning from and evaluating mistakes develops resilience.

Learn Well: DT allows for the learning of designing, making, evaluating, technical knowledge and cooking/nutrition.

Live Well: DT enables children to learn practical and life skills. It also enables them to learn that mistakes can lead to later success.

Implementation of curriculum SUBJECT lessons:

• **Who teaches DT?** DT is taught by the class teacher or, on occasion, the PPA cover staff.

● Which resources are used to ensure progression of knowledge, skills and attitudes?

EYFS: EYFS Curriculum – Specifically the 'Expressive Art and Design' specific area and the Characteristics of Effective Learning.

Key Stage 1: The Design and Technology Association progression Framework

Key Stage 2: The Design and Technology Association progression Framework

● How is DT timetabled?

There is flexibility as to how DT is taught. This is due to the use and availability of resources, tools and equipment. It is usually taught as a block over a number of afternoons. It is often linked to thematic learning. In EYFS it is part of continuous provision and fall under the Expressive Arts and Design area of learning and development.

● How are children with additional needs supported in DT?

Adult support (support staff and/or volunteer) is often utilised in the teaching of DT due to the level of support that all children need but especially for those with additional needs. Work is differentiated (word banks, writing frames, etc) to support learners with additional needs. Specialist equipment is provided for those children who specific support (e.g. special scissors). My Plan targets may be incorporated into DT teaching and learning (e.g. use of visual prompts).

• How inclusive is DT provision in the school?

Diversity is celebrated through food technology, in regards to cultural and religious dietary needs. Some themes enable greater exploration of diverse needs e.g: design of structures, looking at building methods across the world; innovative toys made from scrap materials. DT is made accessible to all through provision of specialist equipment for those who need it.

• How are other subjects, technologies, visits, or visitors used to enhance SUBJECT learning?

DT is often taught in a cross curricular manner with links to many subjects. The most explicit links are found in maths (measures, number, etc) and science (properties of materials, investigations, etc). Often the design brief is written to fit in with other subjects (e.g. "To design and make a model Roman Chariot..."). Food technology, for example, often links with topics, themes and/or religious occasions. Computer Aided Design (CAD) is used in in the design process, particularly for older children. Visits or visitors are sometimes used to inspire learning in DT (e.g. visits to museums)

Impact of curriculum DT lessons:

• **How is DT progression monitored?**

Teaching and learning of DT is monitored in a similar way to other subjects: lesson observations, work scrutiny and pupil conferencing.

• **How is SUBJECT progression assessed?**

Learning is assessed at the end of each unit to determine whether children have met the expected standard for the age or are working towards it. The Design and Technology Association progression Framework is used to support this assessment.

This Policy will be reviewed in September 2020