

DT

Rationale

Lister Infant DT Rationale

“Respect for all, Learners for Life”

Our school motto is the motivation behind our school and what makes our school curriculum unique. It is our core belief that entwines and leads the curriculum at our school.

Vision

To create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, love learning and actively work together to be the best they can be.

Intent

The Staff and Governors of Lister Infant School aim to offer a stimulating curriculum and environment that allows all pupils to fulfil their potential regardless of race, creed, gender or ability and to develop a sense of their own worth and respect for others. We aim to support our pupils in becoming independent, resilient, lifelong learners with a positive attitude to school and life.

At Lister Infants we want our children to love Design Technology. We want to use Design Technology lessons to inspire our pupils to be ambitious and aim high, growing up wanting to be chefs, carpenters, architects, graphic designers and design engineers! Design Technology is a subject that fosters creativity and innovation whilst promoting collaborative work and problem solving. It builds core skills and expertise that equip our children for the rapidly changing developing world, encouraging them to become curious and creative problem-solvers, both as individuals and as part of a team.

As well as being a subject in its own right, DT has many strong cross curricular links to other subjects which are embraced. At Lister Infants we are dedicated to meeting the aims of the National Curriculum for DT. Our Design Technology curriculum is designed to support children to reach their DT capital; children design, create and evaluate products that solve real and relevant problems.

‘Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.’ National Curriculum (2014)

The DT curriculum is carefully mapped out to ensure progression, experiences and lessons are planned to ensure children revisit, embed and build upon prior knowledge understanding and skills. This develops confidence, creativity and fosters independent work. The aspects of DT taught include food and nutrition, textiles, construction and mechanisms.

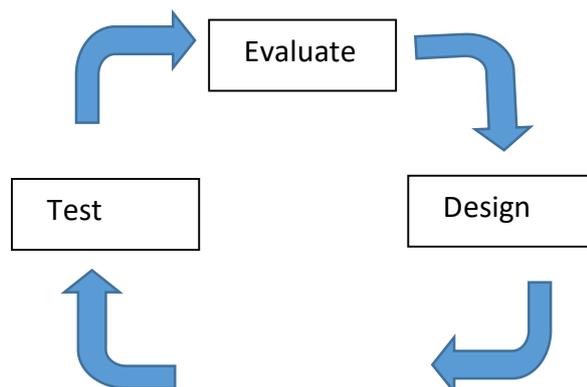
Key drivers:

- To prepare pupils with opportunities, responsibilities and experiences of later life.
- To promote a 'can do' attitude, originality and the willingness to take creative risks to produce initiative ideas and prototypes.
- To provide an exciting and engaging DT curriculum that is accessible to all pupils.
- To provide a culturally rich DT curriculum, relevant to our children so they have breadth of experience.
- To ensure there is breadth, depth and progression in teaching and learning across the DT curriculum, within and across year groups to increase pupil's knowledge, skills and understanding.
- To have high expectations of all our pupils by providing challenge.
- To encourage our children to persevere and aspire to be their best.
- To expose our children to a multitude of enrichment through trips, visitors, enhancements, themed weeks and days to inspire our children and switch them on to learning and achieving.

Implementation

At Lister we provide plenty of opportunities for children to develop their DT skills and to explore their inner creativity both inside and outside of DT lessons. It is taught continuously throughout the year, as young children are naturally inquisitive and imaginative, constantly thinking of ideas, creating and evaluating!

Our DT curriculum has been developed based on the 2014 National Curriculum for primary schools. Learning opportunities and milestones have been carefully planned to ensure progression and repetition in terms of embedding DT knowledge, skills and learning. It ensures that our pupils design, make and evaluate products based on the iterative design process a methodology based on continual improvement. By embedding these learning behaviours this promotes confidence and creates a 'can do' attitude, as pupils are not afraid to take risks they are constantly evaluating their work and finding ways to improve.



Make

At Lister we adhere to the six key principles of DT in the Nation Curriculum to ensure genuine DT experiences for pupils. These are:

- Purpose
- Functionality
- Design decisions
- Innovation
- Authenticity
- User

Design and Technology begins in the EYFS with endless amounts of opportunities for children to discover and explore their DT potential! In the EYFS children learn through first-hand experiences. They are encouraged to explore, observe, solve problems, and think critically, they make decisions and to talk about why they came to a decision. Children are taught key vocabulary and are continually talking about their work and ways to improve it. Although entwined within the whole of the Early Years Foundation Stage Curriculum, DT specifically falls under the area of learning 'Expression Arts and Design'.

Nursery and reception have endless opportunities for DT skills to be explored and embedded through both adult led and child initiated activities. DT challenges are built into continuous provision areas, both indoors and out. Children enjoy lots of experiences including weaving, playdoh, junk modelling, construction challenges, making moving mobiles, harvesting fruit and veg, baking, problem solving and many more!

Awareness of a healthy lifestyle, including healthy eating and personal hygiene is paramount in EYFS. Independence is fostered and children in Reception enjoy choosing and preparing their own snack and tidying and away after themselves. Some choices include cereal, crumpets and toast. The children are encouraged to make healthy food choices as well as developing their social skills and spreading skills!

DT in the EYFS underpins the three aspects of DT taught in KS1:

- Textiles
- Food and Nutrition
- Constructions and Mechanisms.

In KS1 Design and Technology is taught once a term. Although we teach a unit once a half term, we build plenty of opportunity for children to revisit these skills throughout the year as part of continuous provision opportunities and independent work.

It is taught progressively across year groups with key knowledge and skills being constantly revisited to allow children to embed understanding and skills. This clever repetition allows our children to master skills over time and results in our pupils becoming increasingly competent and confident. Design and Technology offers strong cross curricular links and other subjects such as maths, science and English are reinforced. A few examples include:

- Applying methods of calculation and measurement to real life situations.
- Writing plans, instructions and evaluations.
- Articulating ideas and evaluating work.
- Using a range of increasingly technical vocabulary;
- Applying scientific knowledge to designs and inventions.

Clever repetition allows our children to master skills over time and develop key skills. This results in our pupils becoming increasingly competent and confident in all aspects of DT and they have plenty of opportunity to develop their creativity and evaluative skills.

There are strong links to the topic and strong cross curricular links with other subjects are made to deepen the children's learning. Tasks are chosen to be purposeful to the children with key links to the community and their learning. (Please see each year group's curriculum page for a full breakdown of DT for the year).

For example during Y2's topic 'Scrumdiddlyumptious' the children are taught about food and nutrition in DT and they design, make and evaluate a healthy sandwich. This has strong links to their text in English, 'Sam's Sandwich' and discussions around healthy eating are planned for and explored in PSHS and science. ICT is used to support children's design process, in particular the online resource Purple Mash. As part of Health Week the children enjoy a visit from the dentist and further explore the importance of a healthy diet and they enjoy a trip from Warburton's where they get to make bread!

Enhancements

At Lister we plan for and provide meaningful experiences and opportunities for our children to enhance the Design and Technology curriculum. Children have opportunities to grow and harvest vegetables in our outdoor area, work with the school cook to enhance skills and take part in a whole school Harvest Assembly. Trip enhancements include visits to the local supermarkets, sandwich shops and the children enjoy a visit from Warburtons.

Inclusion

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from an adapted lesson to allow all children to be successful and access activities at a level appropriate to their skills and needs. Resources are used to cater to the needs of individuals and support provided by staff as necessary. Any pupils with special educational needs are identified and teachers ensure lessons are catered to suit every pupil's needs through adapting tasks, using resources and staff as necessary. We want all our pupils to apply what they know with increasing fluency and independence.

Family links

Parents have a considerable contribution to make to a child's success in school. They are strongly encouraged to be fully involved in their child's education. As part of school Enterprise children bake jam tarts at home and pupils enjoy visits from parents/grandparents who share their experience and skills in different trades. Parents are invited to review their children's DT booklets (during open afternoons and parent evenings) and to support their child in responding to their teacher's feedback. Parent comments are added to topic books to share their view on progress, enjoyment and attainment. Lister Infants shares learning through Twitter and the school website which is a great way for our families to access what the children are experiencing in the classroom and to continue that learning at home.

Impact

We have high expectations for all of our children and the majority of our pupils leave Lister Infants with a love of Design Technology and a confidence in their ability. They have gained key skills such as critical thinking, problem solving, evaluating their work and team work! DT supports our children in their next stage of education and helps equip them to become skilled members of society, the next generation of innovators!

Assessment is key to driving pupil learning forwards and to ensure we cater to every child's needs by identifying the next steps in their learning journey. Feedback contributes to every child achieving the progress and attainment they are capable of.

During the Foundation Stage and KS1 teachers complete ongoing informal assessment to support each child's learning and development and identify the next steps in their learning. Opportunities include teacher observation, questioning, child discussions and oral feedback against the learning objective and assessment criteria for the lesson. Teachers share these next steps with pupils to support children in moving their learning on.

Children are assessed by their class teacher at the end of each term and the data is logged onto the school system mid-year and end of year and used by the Design Technology Lead, Assessment Coordinator and Senior Management team who track pupil progress. Year group staff meet with the school Senior Leadership Team to discuss pupils each term and identify those at risk of not meeting targets. These children will then receive additional support.

At the end of each year teachers complete summative assessments against EYFS and National Curriculum level descriptors. Teachers must make a judgement as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the year (expected);
- not yet at the level of development expected at the end of the year (emerging);
- or beyond the level of development expected at the end of the year (exceeding).

(See assessment policy for further details)

The school implements a termly programme of prioritised monitoring, review and evaluation which includes:

- Scrutiny of Learning Journey's (EYFS) and DT folders (KS1)
- Lesson Observations were appropriate
- Pupil Voice
- Learning walks

The coordinator feeds back to the Senior Leadership Team each term by completing a termly report monitoring data for all children including specific groups. As a result of analysing data, actions are shared with staff and monitored by the co-ordinator. Additionally a learning walk takes place where lessons, books and pupil voice are triangulated to ensure high quality learning is happening.

At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.

We ensure all staff receive regular CPD in order to provide the highest quality of education to our pupils. Staff who have attended CPD training feedback to other members of staff at staff meetings to ensure good practice is implemented by all. We also invite experts into school to lead whole staff training and the subject lead attends meetings throughout the year with the Local Authority.