

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect.

Curriculum statement for Design & Technology

<p>Intent Purpose</p>	<p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. The intent of DT is for pupils to learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p>
<p>Intent Aims</p>	<p>Intent: The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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.
<p>Implementation What planning looks like</p>	<p>Design and Technology is planned by the Curriculum Leader, Design and Technology Leader and individual year groups. The content and way in which it is delivered differs to some degree.</p> <p>In Early Years Foundation Stage (EYFS), discreet subjects are not taught, thus Design and Technology comes under several areas of learning; 'Expressive Arts' and 'Physical'.</p> <p>Planning for Design and Technology is not explicit, but is made accessible to the children through the variety of topics they are taught. It has a predominately skills based focus.</p> <p>In KS1 and KS2, Design and Technology is planned into topic lessons. The Curriculum leader and DT leader together develop the coverage and overview for DT, including ensuring the WAGOL and progression map are updated. Medium term plans are then produced by individual year groups based on the progression of skills and knowledge and the needs of the cohort.</p> <p>SEND At Heatherlands Primary School we teach DT to all children whatever</p>

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	<p>their ability. DT forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEP's).</p> <p>Teachers take account of the three principles of inclusion that are set out in the National Curriculum:</p> <ul style="list-style-type: none"> • Setting suitable learning challenges. • Responding to the diverse learning needs of pupils. • Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
<p>Implementation What teaching looks like</p>	<p>Teachers throughout all years are expected to implement a wealth of first-hand experiences, asking stimulating questions and encouraging higher level responses. They ensure that lessons are lively and stimulating, whilst utilising a wide range of teaching styles to ensure all children can access the learning.</p> <p>DT is taught in EYFS through the 'Expressive Arts' and 'Physical' areas of learning. Children learn about DT through development of skills such as joining and cutting.</p> <p>In KS1 and KS2 DT is taught through topics. Children are taught to evaluate existing products, design for a purpose, make and evaluate their products. They also develop their technical knowledge of different materials and electrical systems and mechanisms.</p>
<p>Impact What learning looks like</p>	<p>All children should have experience of:-</p> <ul style="list-style-type: none"> • evaluating existing products • designing for a purpose • making • evaluating their product • building structures and mechanisms
<p>Impact What assessment looks like</p>	<p>Assessment is an ongoing process which should demonstrate the impact on children's learning and inform teacher's planning. Assessment notes will be made, when necessary, in feedforward books and teachers will live mark, giving oral feedback as per the teaching & learning and marking and feedforward policies.</p> <p>Ongoing formative assessment will include observations, collecting evidence e.g., photographs or videos, watching the children work and collaborate, talking to them about what they are doing, questioning, completing retrieval tasks and quizzes or listening to them describe and discuss their work. These forms of evidence and task can generate useful assessment information and enable the teacher to identify any misconceptions or areas that require additional input or scaffold. It is vital that teachers acquire knowledge of their pupil's needs, their rate of progress and standard of attainment.</p>

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	<p>In Key stage 1 and 2, the impact of DT is assessed throughout the academic year. Academic reports for core and foundation subjects will be sent home to the parents in the Spring term. Children will be assessed as 'B' (below) 'W' (working towards the expected standards), 'N' (age related expectation) meeting expected standards or 'A' (greater depth standard) exceeding expected standards.</p> <p>Children who are achieving above the national level for their age may be directed towards local clubs to continue and further their skill.</p> <p>In Early Years Foundation Stage (EYFS) observational assessments are completed at the end of the reception year. As discreet subjects are not taught DT comes under the 'Expressive Arts' and 'Physical' areas of learning with a focus on exploring and using tools, media and materials and being imaginative. Children are assessed against the early year's foundation stage profile.</p> <p>Review</p> <p>The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, DT leader and all teaching staff, to ensure appropriate coverage of the knowledge within the curriculum and that the teaching of key skills are being implemented.</p>
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