

Sacred Heart Catholic Primary School



Design and Technology Implementation

Implementation

Our mission statement sums up the expectations fostered at our school to always serve God in all aspects of our daily life. We have a belief in teaching for depth and breadth so that a child can be supported to reach age related expectations in reading, writing and maths.

We use the National Curriculum to ensure every teacher teaches the knowledge and understanding appropriate to that age group. The curriculum has been divided into key skills to ensure there is clarity for the teaching staff. Our Curriculum Maps have been designed to maximise cross curricular links within the curriculum and to ensure consistency and progression.

We value a knowledge led curriculum where we aim to develop children's thinking and reasoning.

Teachers are provided with time each term to plan their curriculum for the following half term.

As part of this planning process, teachers plan for the following:

- A knowledge organiser, where pupils explore key vocabulary, the broad unit content and recognise the skills previously learned that they will be able to apply in this unit (Kapow).
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Throughout the unit teachers give pupils feedback verbally
- We use the unit objectives to inform teacher judgements for formative and summative assessment.
- Educational outings and visiting professionals will enhance the learning experience

In our school we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are valued members of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different needs and aspirations;
- require different strategies and resources for learning;
- acquire, assimilate and communicate information at different rates and in different ways;
- need a range of different teaching approaches and experiences.

Teachers use Working Walls that show the current skills, strategies and key vocabulary. Teachers have ownership over how their Working Wall is used, in order to suit the needs and learning styles of their pupils. Additional displays in classrooms are used to celebrate pupils' learning.

Displays within other areas of the school will celebrate our curriculum and inform pupils, staff and visitors of our learning throughout the year.

Subject Leaders receive training to have a clear understanding of their roles and responsibilities in curriculum design and delivery. They have the knowledge, expertise and practical skills to carry out this role to the best of their ability, closely supported by the Senior Leadership Team. Subject Leaders lead staff meetings to share their expertise in order to develop the confidence of all teachers.

Subject Leaders review the Curriculum Map and Progression Maps for their subject area to ensure that skills are built upon year on year and children have opportunities to develop their cognitive memory by revisiting knowledge at different points in the year.

Assessment informs the planning for future lessons and identifies where further individual or group support is needed. SIMS is used to track pupil progress and attainment in DT, which is assessed twice yearly.

Children cover the strands of food technology, mechanisms, electrical systems, structures, textiles the digital world throughout their key stage. Each year builds upon the skills they developed in the previous year to ensure that they build a repertoire of techniques which increase in complexity.

Lessons will vary between mostly practical and some theory based work, evidenced through curriculum and floor books.

Planning is informed by and aligned with the national curriculum, supplemented by the KAPOW scheme, building upon the learning and continued skill development of the previous years.

Consideration is given to how children will be challenged within their learning as well as how learners will be supported in line with the school's commitment to inclusion.

Teachers have identified the key knowledge and skills that should be learnt by the end of each topic through use of the progression map and planning available, ensuring appropriate progression across topics and year groups.

What does this look like at Sacred Heart?

- We provide a curriculum relevant and tailored to the pupils taught. We celebrate diversity and UK, embedding them into our curriculum throughout the year;
- DT work is displayed in and around the school; on classroom and hallway displays, curriculum books and whole class floor books.
- A knowledge organiser which outlines knowledge (including vocabulary) is available in every DT lesson.
- A cycle of lessons for each topic, which carefully plans for progression and depth. These are presented in the form of lesson overviews.
- A means to display and celebrate the pupils' artwork in their class and around the school.
- Children self-evaluate and assess their products.

Children in the Early Years Foundation Stage (EYFS) are introduced to DT through the EYFS curriculum guidance. The Early Learning Goals (ELGs) for 'Understanding the World' as well as relevant statements for DT that are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

This forms the foundation for later work in science, art, design and technology, history, geography and ICT. Our pupils in EYFS are encouraged to develop their God given talents by being creative and to become eloquent orators, speaking with confidence and fluency in a variety of situations.

Inclusion:

We aim for all children to participate in mainstream lessons. Work is differentiated and extra support is in place for children with S.E.N.D. We aim to provide a range of resources that reflect the diversity within our school community and the wider local community.