



DT Curriculum Policy

Aiming High, Achieving Together

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Signature of Headteacher	L.J.James
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Intent

Our Vision Statement '*Aiming High, Achieving Together*' underpins all our decisions in school. We have high expectations for all our children to achieve and make progress in their social, emotional, physical, mental health and academic development. We provide an exciting broad, balanced and rich curriculum, which is enquiry based, and meets the requirements of Early Years Foundation Stage (EYFS) Curriculum and the National Curriculum including the needs and aspirations of our children. Our **MERTON** core learning values:

Motivation, Excellence, Respect, Teamwork, Opportunities, Never Give Up

drive the learning journeys in all curriculum areas. We are inclusive in our teaching and we strive to develop and adapt teaching and learning to match children's differing needs. We aim that all children know and remember more. This includes those with special educational needs and disability and those identified as more able, and/or gifted and talented.

Our Curriculum goes beyond the broad statutory aims as we develop children's cultural capital to show them there is life within and beyond Popley to which they can make a difference.

We believe that DT is an integral part of children's learning which has a positive impact on children's wellbeing and happiness. We are passionate about providing experiences that all children can access which develop skills, knowledge, appreciation and enjoyment of DT whilst also giving opportunities to express and share their ideas and feelings. We encourage children to understand that there is no right or wrong in DT. Creativity is in the eye of the beholder.

Children will develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They will explore, draw, assemble, join to represent the world in which they live and their ideas. We will help children to see: to focus their attention on the shape of things; the colour of things; the spaces things are in; and the texture of things. We will show children how to hold tools safely and properly and widen their experiences of the work of other artists, craft workers and designers. We will develop their problem solving skills and thought processes.

We will prioritise subject specific vocabulary development to enable our children to have rich discussions when appreciating, exploring and evaluating DT. Books about artists, craft makers and designers are available to encourage Reading for Pleasure and enable the children to acquire more knowledge to make links and connections with ideas, opinions, other knowledge, skills and understanding.

We will ensure that we cover:

EYFS ELG: Expressive arts and design - Creating with materials:

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make props and materials when role playing characters in narratives and stories

NC Aims:

- 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

Implementation

Culture & Ambition	- The DT curriculum has equal importance across the school - DT is taught within the context of a topic theme enabling rich contexts, enrichment links with other subjects, breadth of learning, high expectations including a purpose and audience for learning
Learning Journey	- We develop children's experiences and understanding of DT by providing children with memorable learning opportunities within school, after school and within the wider community. For example, Let's Explore theme week, after-school clubs and DT competitions. - Our Scheme of Work (SoW) is progressive and carefully sequenced starting with the children's own experiences and knowledge - SoW identify small component steps so that all children can build on what has been taught before and ensure pupils achieve our ambitious expectations and work towards clearly defined end points. - Strong sequencing is building blocks=gradual acquisition of knowledge and skills=well-judged level of challenge=distributed practice/interleaving (applying) - Planning explicitly shows the substantive knowledge that is taught and the disciplinary knowledge (skills) to show children how to retain that knowledge - Children have plenty of opportunities to develop automaticity and fluency - Big ideas are developed over time adding layers of information to existing knowledge. - Common misconceptions are identified and pedagogical tools are considered for the delivery of the curriculum to develop mastery of each subject domain - SoW enable links between subjects to support later learning - SoW clearly detail the artists, craft makers and designers from different periods in time, media and cultures - The three phases of designing, making and evaluating are made clear in each topic per year group
Pedagogy	- We use a range of pedagogical practices in the teaching of DT to ensure that we are successful with our Intent. This can range from small group tasks, individual tasks and/or whole class tasks. We focus a lot on teacher modelling, expert questioning, giving children memorable experiences and overlearning to ensure that key knowledge is transferred to children's long-term memory - We use the I do-We do-You do approach and implement Revisit-Teach-Practice-Apply (RTPA) in lessons
Assessment	- We give 'in the moment' feedback to enable the child to know and understand what they are doing well and what they need to do to improve their learning – Perfect Pink and Green to Grow marking - The class teacher will assess the child's achievement against the overall main learning intent and outcome end points and comment in the children's sketchbook. - The children will be given the opportunity to appraise their work and progress through discussion with the teacher, either individually, or in small groups in the context of a practical task being explored - We complete summative assessments at the end of each topic to ascertain whether they are on track to meeting Age Related Expectations (ARE) at the end of the academic year / end of key stage
Professional development	The DT Curriculum Manager ensures that all staff have high subject knowledge to be able to implement the curriculum effectively. They will disseminate relevant research and monitor DT through regular worksampling, planning reviews, learning walks, lesson observations, team teaching, pupil interviews and staff questionnaires. They plan any necessary training for all staff.
Learning Environment	- Resources are carefully selected to stimulate thoughts, ideas and opinions. They stimulate rich discussion when exploring DT. - Sketchbooks and final outcomes are valued and DT work is displayed as if they were in an gallery - There is a two-way process: the school, the local and wider environment support the learning of DT whilst the children's learning supportS the evolvment of the school, the local and wider environment

Impact

Children feel confident to express themselves in DT through a variety of media. They can share facts about a variety of artists and designers. They can recall techniques and use tools and equipment safely and accurately.

Children make good progress from their starting points and the use of transferrable skills is promoted. They enjoy DT lessons.

Children use the knowledge and skills learnt to meet the challenges of the next part of their educational journey and to do so with independence and concentration.