

### Curnow School – DT OFFER

Our school recognises DT is important in providing a foundation and framework which inspires pupils to learn and engage in both creative, artistic processes and develop necessary life skills. All pupils (EYFS – P16) experience a breadth of creative processes and important life skills which is of vital importance in our ambitious curriculum offer. How DT is studied is formally identified through personalized learning routes/ pathways determined by pupil learning need, EHCP outcomes & assessment of learning outcomes (following baseline/ moderation). It is acknowledged that for some pupils we need to address their developing understanding of very early DT concepts identified within the Cognition & Learning, Sensory & Physical and Communication & Interaction strands which examines pupil's skills of engagement (pre-requisites to learning) addressed via our **L2L** pathway/ offer. The more 'formal' subject specific teaching/ learning is achieved via our **R2L** strand which offers a breadth/ depth within the DT areas outlined via our LT planning (Yr2 – Yr 11) which is key skill led. As our pupils are at such different stages of learning we know they require highly differentiated teaching & learning approaches, therefore, differentiation within a whole class session is essential to our sequenced teaching delivery. The guiding principles which inform our DT offer are based upon the Quality of Education framework which judges the intent, implementation of our sequenced DT curriculum & its impact upon their learning via their developing knowledge & skills obtained which prepares them well for their next stage. The LGB measure the success of the school's DT curriculum via reports received by middle leaders & the HT which includes the self-evaluation regarding the QoE for DT leading to identified developments if/ as required; reports will additionally include the evaluation of the delivery of the curriculum (sequenced teaching of the curriculum) & the impact upon pupil's learning via the progress they make over time.

<b>INTENT:</b>	<b>IMPLEMENTATION:</b> - <i>Our school will implement a breadth of learning via long term planning identified securing delivery the main principles outlined below:</i>	<b>IMPACT</b>
<p><b>To enable pupils to develop/ further develop their knowledge, skills and conceptual understanding of:</b></p> <ul style="list-style-type: none"> <li>• Creative, technology and practical expertise</li> <li>• Designing and Making for users</li> <li>• Evaluating and Testing Ideas and Products</li> <li>• Cookery and Nutrition</li> </ul> <p><b>To enable pupils to develop their skills to:</b></p> <ul style="list-style-type: none"> <li>• Develop fine motor and sensory skills to explore and use a range of media and materials</li> <li>• Enjoy and express ideas, feelings and build self-confidence through DT</li> <li>• Develop an understanding and appreciation of different kinds of DT and construction</li> <li>• Develop an awareness of different cultures and traditions through DT and cookery and nutrition</li> <li>• Experiment and try ideas where there are no right or wrong answers</li> <li>• Develop skills, attitudes and attributes that can support learning in other subject areas</li> <li>• Develop co-operation, tolerance and a willingness to work with others</li> </ul>	<p>DT offers a breadth of learning personalizing approaches tailored towards each individual using high levels of differentiation. This approach enables pupils to build upon their knowledge (long-term memory) offering structured opportunities to progress in the key skills identified within DT. Our Post 16 offer further develops pupils' continued understanding of DT which includes aspects of DT via our Post 16 life skills strand.</p> <p><b>R2L</b> DT is delivered via topics/themes and subject specific sessions promoting the development of key skills which are further pursued through activities such as lunch/snack time. The four strands of DT teaching which identify the development of key skills are delivered from Yr 2 – Yr 11 via long term planning securing all learning remains sequenced.</p> <p>The <b>L2L</b> offer examines the development of pre-requisite skills within Cognition &amp; Learning, Sensory &amp; Physical and Communication &amp; Interaction with outcomes designed for each pupil woven through their timetable accessed through NC subjects. Personalized learning targets are designed using EHCP outcomes, Engagement Steps (summative assessment outcomes) &amp; outcomes identified via the pupil observational process adopted by the Trust.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• make progress from their different starting points &amp; over time progress well within the key skills of DT</li> <li>• learning remains sequential &amp; builds on long term memory (prior knowledge &amp; understanding- their current skills/abilities)</li> <li>• Pupils are prepared well for their next stage; next steps secure challenge within all learning</li> <li>• enjoy their learning &amp; engage well</li> <li>• develop and extend interaction with and awareness of others</li> <li>• begin to self-reflect</li> <li>• begin to use &amp; generalise critical thinking and fine motor skills which can enhance performance in non-DTs academic subjects such as science, mathematics, reading and writing</li> <li>• pupils are self-confident</li> </ul>

EYFS – Yr1	L2L KS 1 (Yr2) – KS4	R2L KS 1 (Yr 2) – KS 4	Post 16
<p>Within our EYFS provision DT learning is delivered via the interest led approach used pursuing the EYFS areas of:</p> <ul style="list-style-type: none"> <li>Expressive Arts and Design</li> <li>Personal, social and emotional development</li> <li>Communication &amp; Language</li> </ul> <p>Our EYFS provision will be a secure foundation through learning which is planned around the needs and interests of each individual child; delivery of DT will focus upon promoting/ further developing pupil engagement, interest &amp; which encourages them to:</p> <ul style="list-style-type: none"> <li>use what they have learnt about media and materials in original ways</li> <li>think about uses and purposes of media and materials</li> <li>represent their own ideas through DT</li> <li>use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function</li> <li>engage with other people and their environment</li> <li>develop their skills within communication, playing and exploring early skill development</li> </ul>	<p>To ensure the DT curriculum is purposeful it will be used as a 'vehicle' for the delivery of personalised learning outcomes identified for all pupils, affording each equity in the breadth of an enriched curriculum they study. Outcomes will focus upon pupils' development of pre-requisite skills identified within the areas of Cognition &amp; Learning, Sensory &amp; Physical and Communication &amp; Interaction.</p> <p>Using established observational frameworks and assessment outcomes (B<sub>2</sub> Engagement steps) we will plan/ differentiate learning outcomes within any of the seven areas of engagement. Through such development we can build upon pupils' current skills, developing their knowledge and understanding to ensure learning becomes embedded within long term memory.</p>	<p>Once pupils personalised learning pathways have been identified (informed via prior assessment/ observational outcomes) those identified as working within the R2L pathway will work more formally within subject specific learning, which sequences the teaching delivery to develop pupils' DT skills through topic and discreet DT lessons through the breadth of study offered. Study will include pupils developing their key skills within four aspects/ strands:</p> <ul style="list-style-type: none"> <li>Creative, technology and practical expertise</li> <li>Designing and Making for users</li> <li>Evaluating and Testing Ideas and Products</li> <li>Cookery and Nutrition</li> </ul> <p>Long term planning is identified across the school to ensure there us a breadth/ balance within the breadth of study offered &amp; learning is achieved via a continuum developing skills and knowledge accordingly; personalised learning outcomes are derived from assessment ensuring learning remains part of a well-planned sequence.</p> <p>Pupils will experience and learn to use different tools, media and materials.</p> <p>DT sessions will include structured sessions featured within class timetables, whole school sessions which focus upon festivals, assemblies, whole school celebrations as identified within the academic calendar such as making products for the Christmas and School Fayres and workshops from visiting artisans.</p>	<p>Within Post 16 the teaching delivery is focused around the Life skills strand of the curriculum. Through the Exploring Personal Interests 4 Life units of study and through specialised teaching days. These units include DT and Culture. Assessment is through our bespoke assessment for this Post 16 curriculum. Accreditation opportunities will continue through ASDAN Personal Progress units linked to the Lifeskills curriculum strand.</p>
<p>Development of DT within the breadth of the EYFS offer</p>	<p>Development of engagement skills / very early DT concepts with an emphasis on generalizing learned skills to wider contexts/ people</p>	<p>Development of DT skills within the breadth of offer delivered via a key skill and knowledge-based approach; accreditation opportunities identified where these hold value/ purpose to the pupil</p>	<p>Development of DT skills, preparing pupils for adult life</p>

## DT – R2L Sequence of Learning (Key Stage end points)

**Intent:** All pupils will develop skills to explore and use a range of media and materials, be creative and express their feelings and emotions through a non-verbal way. Children are able to visually express emotions that they may find hard to put into words.

### EYFS/ YR1

**By the end of EYFS/KS1 (Yr 1) pupils will have:**

- Used what they have learnt about media and materials in original ways
- Thought about uses and purposes of media and materials
- Represented their own ideas, thoughts and feelings through art
- Used and explored a variety of materials, tools and techniques, experimented with colour, design, texture, form and function

Through:

- Quality and consistency that helps every child makes good progress and no child gets left behind
- A secure foundation through learning which are planned around the needs and interests of each individual child

### KS1/KS2

**Building upon prior learning by the end of KS2 pupils will have:**

- Used a range of materials creatively to design and make products
- Used a range of cooking ingredients to make different snacks.
- Started to learn what makes a healthy snack or meal.
- Handled a range of tools for both DT and cooking projects.
- Used a range of materials to develop and share their ideas, experiences and imagination
- Developed a wide range of design techniques in using shape, form and space
- Developed skills, attitudes and attributes that can support learning in other subject areas and which may be needed for life and work, (for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others)
- Experimented and tried new ideas where there are no right or wrong answers
- Co-operated, tolerated and worked with others willingly
- Developed awareness of different cultures and traditions through their food.

### KS3/KS4

**Building upon prior learning by the end of KS4 pupils will have:**

- Created a body of work recording their work and used to review and revisit ideas
- Improved their mastery of design and build techniques.
- Used a range of different tools to make a variety of products.
- Learnt about architects, designers and chefs in history
- Interacted with their environment whilst further developing their skills in self-expression and communication
- Considered a range of materials to design and make products
- Enjoy and to express ideas and feeling through DT and cookery.
- Experienced making and trying food from different cultures.
- Been given opportunities to evaluate and improve their work.

### Post-16

**Building upon prior learning by the end of Post 16 students will have:**

- Taken responsibility for themselves and others
- Used DT and cookery to develop confidence, self-esteem, foster positive attitudes and values
- Developed knowledge and understanding of the natural and man-made world and its resources
- Explored, selected and safely used appropriate materials for specific purposes
- Utilised skills, knowledge and understanding acquired to enhance their lives as adults
- Explored the role of food in the community.

Pupils within Yr2 – Yr 11 will be assessed using the developmentally appropriate assessment system regardless of age/ stage of learning. DT will be formally assessed through the Trust's assessment cycle which will evidence pupil progress over time which will be kept in individual pupil non-core files; teachers will use the gathered data & formative assessment outcomes to inform future learning which secures challenge, structures and sequences learning ensuring learning is embedded well in long term memory; this process will also help teachers to identifying individual interventions where necessary.

**Assessment of learning** is undertaken each teaching session to ensure learning remains sequenced building upon prior learning (developing long-term memory). Teachers use formative & summative assessment to ensure all learning is informed by previous attainment (learning always remains pDT of a well-planned sequence regardless of skill set/ needs type of pupils)

- **EYFS – Yr1:** Assessment in our Early Years settings is obtained via B2 Connecting Steps which records the achievements pupils make, covering the range from birth to the Exceeded Early Learning Goals (ELG) within the specific area of Expressive DT and Design
- **L2L:** Pupils not yet engaged in subject-specific learning will access structured DT sessions securing equity in the subjects they access. We acknowledge that for some pupils within our schools there is a recognized need to address their developing understanding of very early DT concepts (pre-requisites to learning); early concepts are identified within Cognition & Learning strands. These strands of learning focus upon pupil's developing skills of engagement found within the areas of responsiveness, curiosity, discovery, anticipation, persistence, investigation & initiation; additionally, the strands found within Communication & Interaction are pursued to ensure pupils develop their response to their interactions with others leading them towards making purposeful relationships and the strands Sensory & Physical focus on skills to manipulate, explore and carry out DT activities. L2L pupils will study DT through bespoke learning targets informed via an observational engagement profile & subsequent assessment outcomes (B<sup>2</sup> Engagement Steps) which may include IEPs; these targets are delivered daily/ through the school week
- **R2L:** Pupils engaged in subject specific learning accessing a breadth of study determined by Long term planning. Assessment is undertaken via our bespoke assessment framework (Creative, technology and practical expertise, Designing and Making for users, Evaluating and Testing Ideas and Products
- Cookery and Nutrition) which covers all aspects of the National Curriculum framework for DT ensuring there is a breadth and balance in the curriculum pupils study leading pupils, when ready, to begin to/ study for/ obtain qualifications outlined within the statutory assessment frameworks published by the DfE
- **Post 16:** Curnow bespoke lifeskills assessment. Students within the Post 16 classes will be additionally assessed using the learning outcomes identified within any accreditation/ qualifications systems used & via the modules of work addressed (in accordance to accreditation/ qualification pathways which secure all modules addressed hold meaning/ challenge for each student). The Post 16 offer will identify such accreditation.

<p><b>EYFS B<sup>2</sup></b> (EYFS – Yr1) Specific area – Expressive Arts and Design</p>	<p><b>L2L/B2L</b> B<sup>2</sup> Engagement Steps Cognition &amp; Learning Y2 – Yr11 Communication &amp; Interaction Sensory &amp; Physical</p>	<p><b>R2L</b> B<sup>2</sup> Progression Steps All DT areas identified within our long-term planning – Yr2 – Yr11</p> <ul style="list-style-type: none"> <li>• Creative, technology and practical expertise</li> <li>• Designing and Making for users</li> <li>• Evaluating and Testing Ideas and Products</li> <li>• Cookery and Nutrition</li> </ul>	<p><b>Post 16</b> Curnow Bespoke assessment – Yr12 – Yr14 Life skills</p>
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**Summative assessment framework: Pupil progress files – recording and reporting**

Progress files/Non-core progress files are provided for all pupils; these are designed to celebrate each pupils' personal successes and achievements sharing such success with their families and the wider school community. Outcomes collated further inform the SPT moderation process; progress files are additionally used to secure structured conversations with parents during termly progress meetings and within the Annual Review of EHCPs.

**Moderation:** Moderation will be undertaken by the subject co-ordinator for this area to ensure teacher assessment demonstrates accuracy when determining pupil's progress ensuring all learning remains part of a well-planned sequence for each pupil. Outcomes following moderation will further inform the subject co-ordinators development plan for this subject area to ensure the teaching delivery of this subject is in accordance to the planned intent/ impact designed and staff are in receipt of the appropriate CPD to ensure this subject area is taught well. Baseline assessment for all pupils new to each school will scrutinise the accuracy of assessment undertaken securing accuracy in the planned sequence of future learning (next steps) ensuring subsequent target setting is accurate and demonstrates the appropriate challenge in what pupils are learning.