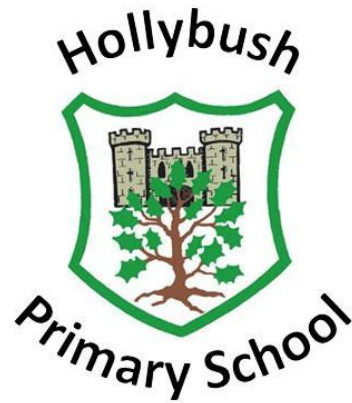




Our Approach to Teaching DT

Our Curriculum Intent :To create a flexible, responsive curriculum which can be adapted to reflect children's interests and teachers' passions whilst ensuring rigorous progression and coverage of key skills and knowledge

A high-quality Design Technology education should inspire in pupils a curiosity and fascination about the human-made world and its contribution to society that will remain with them for the rest of their lives. Teaching DT should equip pupils with knowledge about the design methods, outcomes and resources available to all that will enable students to have a better understanding of this subject. As pupils progress, their growing knowledge about the discipline should help them to deepen their understanding of the fundamentals of DT: Generating Ideas, Design, Make and Evaluate.

Key Concepts in DT

See progression map

Skills

<https://hollybush-primary-school.secure-primariesite.net/design-technology/>

Knowledge organisers

These can be found at:

<https://www.hollybush.herts.sch.uk/curriculum/>

Adaptations for SEND children

According to OFSTED, pupils with special educational needs make better progress in D&T than in most other subjects.

This is because designing and making usable products gives pupils a real sense of achievement. They benefit from experiencing their own progress and taking responsibility for their own learning. They enjoy the

practical application of their ideas. Plus, their personal engagement with the task improves attention span, patience, persistence and commitment.

All of which means special needs pupils can achieve results that compare or even exceed their peers.

Design and Technology offers these pupils the chance to experience achievement at a level that may seldom occur elsewhere in their school life.

Adapting Design and Technology for pupils with special education needs is a real challenge for teachers. Yet because D&T adds so much to a pupil's educational experience, our membership community actively provides many examples of how lesson plans may be adapted to address a range of learning needs.

Another example of how D&T teachers are inventive, resourceful, thoughtful and creative – and always put their pupils first.

Pupils with SEN often find designing activities problematic. Therefore thought is required to ensure pupils can access and produce successful initial design work. For example, it's vital to offer a variety of methods of recording ideas quickly. In fact, teachers should be conscious of avoiding a rigid approach when it comes to recording and communicating design ideas and developments.

Activities focused on the physical making of designs should be supported 'one to one'. Yet it is also important

to encourage pupils to work as independently as possible. For example, by using key words sheets, flow charts and visual instruction sheets which explain a process in a step-by-step manner.

Please use this useful guidance when considering SEND in your lessons:

- Praise positive behaviour at each step to encourage high self-esteem.
- Ensure clear instructions are given throughout the lesson.
- Provide time-limited learning breaks.
- Ensure step-by-step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation or the evaluation)
- Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate.
- Provide D&T tools when necessary to avoid distractions during teacher input.

Assessment

DT at Hollybush will be assessed against key objectives from the National Curriculum which can be found on the skills progress document above.

Assessment takes two forms:

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be

recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).