



Katherine Semar Schools

# DT POLICY

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Katherine Semar Schools

## **DT POLICY**

### **INSPIRE CURRICULUM**

At Katherine Semar Schools we have developed the INSPIRE curriculum, which is underpinned by what we believe makes an outstanding curriculum for our children; offering them opportunities to question, be challenged, investigate, experience, communicate, create and understand. Learning is developed in a cross-curricular approach wherever appropriate and the children are given real contexts for their learning which motivate them by creating a genuine purpose for learning.

### **OUR AIMS IN DT – What do we want to do?**

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. Pupils 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.

In-line with the National Curriculum 2014 we aim to ensure pupils:

- 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.

### **We intend to have the following 6 principles embedded throughout the school:**

- The User – Who is the product for?
- The purpose – what task or function will the [product perform
- Functionality – how does the product work – what do they need to do to be successful
- Design decisions – opportunities to make own choices, including mistakes
- Innovation – encouraged to try things that are different
- Authenticity – how believable or real is the product and to the end user

## **OUR IMPLEMENTATION – How will we achieve our aims?**

### **Design and Technology long term plan**

- Each year group will teach the areas of Design and Technology identified in the school's long term plan to ensure coverage of statutory knowledge and skills.
- The school's Design and Technology progression document will be used to identify the learning objectives for each year group, in line with the school's raised expectations.

### **Cross-curricular learning and real world contexts.**

- Wherever possible, a cross-curricular approach will be taken to the teaching of Design and Technology. Lessons will often be linked to children's learning in English, Maths or Science.
- We understand that many of the skills developed in Design and Technology are both essential life skills and children's first steps into many fields of work and thus to promote these links to the real world, meaningful contexts are brought to all areas of design and technology learning at Katherine Semar Schools.

### **Topic launch and land**

- Each half term topic will begin with a cross-curricular launch event to engage and motivate the children. This will also act as 'knowledge harvest' allowing teachers to assess children's existing knowledge and skills in order to adapt planning and ensure appropriate levels of challenge for all children.
- Each half term will end with a land event which celebrates children's learning and progress. This will involve the children communicating their learning in some way, for example exhibitions or assemblies.

### **Teaching sequence**

This is the teaching sequence we will use for delivering our units of work.

- Design Brief
- Vocabulary
- Investigate
- Design
- Plan
- Make
- Evaluate

### **Challenge and Support for all Learners**

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### **Assessment**

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

## **OUR MONITORING – How will we monitor the effectiveness of our DT policy?**

At Katherine Semar we believe that the most effective way to monitor the impact of our DT policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently

and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in DT:

- **Lesson Observations and Learning Walks**

Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **Work Scrutinies**

- Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.

- **Governor Visits**

- As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
- Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of DT at our school and their feedback actively informs subject development through our curriculum action plan.