



Curnow School  
Design and Technology Policy Statement

### **INTENT - Curnow School (Access)**

All pupils at Curnow School study Design and Technology as part of the Understanding the World curriculum. It is of great importance as Design and Technology is used on a regular basis throughout the school year in terms of creating products for the Christmas and Summer Fayres and through the use of objects of reference such as cooking equipment through to specific highly structured DT sessions featuring within class timetables. Thus DT is very influential in our pupils' learning.

All staff at Curnow School are involved in the teaching of DT paying due regard to a pupils chronological age and their developmental stage. It therefore seeks to be flexible by being responsive to individual need, developmental need and learning style.

Through the teaching delivery of DT across the school we recognise we need to consider the learning needs of all pupils taking account of the differences/nature of their special educational needs. We will however, strive to provide all pupils regardless of their ability, gender or race, with opportunities to experience the enjoyment, stimulation and knowledge that the teaching of DT can offer by enabling the pupil's to engage in making and responding to DT. We aim to ensure that all pupils have a breadth of experiences appropriate to them.

### **Key Learning Indicators**

At Curnow we recognize the importance of the development of the key skills identified within the DT curriculum.

The key skills identified within DT;

Creative, technical and practical expertise
Designing and making for users
Evaluating and Testing Ideas and Products

These will be addressed within our long term planning documents across each key stage. Through these, we will identify medium term planning outlining the key skills being pursued for the curriculum area of DT; this will inform all learning outcomes and ensure we provide sufficient challenge for all our learners in this important subject area.

## Aims of DT

The curriculum offer therefore will encourage our students to:

- Continue to build upon previously acquired skills in **design, make, evaluate and develop technical knowledge**
- Ensure personal involvement in practical creative activities
- Use their acquired skills in problem solving and decision making processes
- Generalise Health & Safety awareness and personal hygiene routines
- Generalise/extend fine motor skills through the use of a range of tools, materials and utensils
- Further develop an understanding of a range of materials, their properties and the ways that they may be used and ways to communicate this
- Generalise/extend, use and apply their knowledge and understanding of skills across the curriculum, e.g. maths and literacy (functional skills), in practical/functional tasks
- Experience a sense of achievement and self-esteem through designing and making real products of a functional nature
- Consider the needs of others when designing and making for friends (**evaluate/make**), family or specific group of people
- Study appropriate food hygiene awards
- Consider the nutrition needs of self/others
- Increase skills associated within DT (breadth and depth of experience) within the context of designing and making
- Foster a positive attitude towards Design & Technology and Cooking & Nutrition
- Increase independence, persistence and co-operation skills

## DT

The DT curriculum provides the pupils of Curnow with a breadth of exciting activities and experiences, both visual and tactile, working in both 2D and 3D in a variety of mediums. Pupils will learn about colour, tone, line, space, form, texture and pattern, using different materials and processes to inspire their creativity and imagination and to communicate how they feel. Pupils are also provided with opportunities to look at the designs of other craftspeople and to practice working in similar style or techniques.

The planning of DT is based on using key skills. Our intention therefore, is to modify and adapt programmes of learning which makes them both specific to need and provide a breadth of experiences and offer a progression to children's learning and development of physical skills.

We acknowledge that we have many different learning cohorts at Curnow whose educational needs require different curriculum approaches, teaching and learning styles. We have therefore identified aims for each cohort of learners to ensure our curriculum provides breadth, depth and relevance for all pupils/students at Curnow School.

When planning the units of work for DT at Curnow School we strive to ensure continuity and progression throughout all Key Stages and onto Post 16 Education. Whether drawing on the programmes of study set out in the EYFS, the National Curriculum or EQUALS schemes of work care is taken to adapt all teaching and learning to meet the individual needs of the pupils. We endeavour to provide an environment where pupils see their work is valued as the personal communication and self-expression of the individual which helps them to further develop positive attitudes to themselves and others.

## INTENT – Pupil (purpose)

### EYFS

The aims of Expressive Arts and Design within our **EYFS** provision is taught through the 2 areas of ***Exploring and Using Media and Material and Being Imaginative*** and will encourage our pupils to:

- Explore and play with a wide range of media and materials
- Share their thoughts, ideas and feelings through a variety of activities
- Talk about features of their own immediate environment
- Make observations and explain why some things occur
- Recognise a range of technology
- Select and use technology for particular purposes

The aims of DT within our **Key Stages 1 – 2** provisions will encourage our pupils to:

- Find out about the world through exploration from a variety of sources
- Be fully involved in the practical applications (**designing and making for users**) of their knowledge and skills
- Further self-esteem in making decisions about what to investigate and how to do it (**creative, technical and practical expertise**)
- Develop interest and curiosity
- Use (encourage the use of) technology associated vocabulary
- Use and apply their knowledge and understanding across the curriculum, e.g. maths and literacy, in practical tasks
- Further develop skills of exploration, experimentation (**designing and making for users**), observation, prediction (**evaluating and testing ideas and products**), problem solving (**creative, technical and practical expertise**), critical thinking (**creative, technical and practical expertise**), decision making (**Evaluating and testing ideas and products**) and discussion
- Further develop investigation skills (**creative, technical and practical expertise**) in the context of wider practical activities
- Communicate what they found out
- Predict future findings (**Evaluating and testing ideas and products**), rehearsing and reflecting upon their investigations **creative, technical and practical expertise**)
- Apply the principles of nutrition and healthy eating
- Further develop an understanding of where food comes from
- Prepare a range of foods which hold meaning to them
- Begin to/further develop an awareness of Health & Safety and hygiene issues

The aims of DT within our **Key Stages 3 & 4 (entitlement area)** provision will encourage our students to:

- Improve attention to task through personal involvement in practical creative activities; further develop their skills as acquired within their primary provision
- Further develop skills in problem solving and decision making processes **(creative, technical and practical expertise)** and how they communicate ideas **(evaluating and testing ideas and products)**
- Further develop of an awareness of Health & Safety and hygiene issues
- Further develop fine motor skills through the use of a range of tools, materials and utensils **(Creative, technical and practical expertise)**
- Further develop an understanding of a range of materials, their properties and the ways that they may use them, researching ideas and information **(designing and making for users)**
- Use and apply their knowledge and understanding across the curriculum, e.g. maths and literacy, in practical tasks
- Experience a sense of achievement and self-esteem through designing and making real products **(creative, technical and practical expertise)**
- Consider the needs of others when designing and making for friends, family or specific group of people **(designing and making for users)**
- Increase the breadth and depth of experience within the context of designing and making **(evaluating and testing ideas and products)**
- Foster a positive attitude towards Design & Technology including cooking & nutrition
- Further develop confidence, independence, persistence and co-operation skills
- Understand/ apply the basic principles of the importance of a varied diet to well-being
- Prepare/cook a repertoire of food to assist in developing a range of cooking techniques

Design Technology and Cooking and Nutrition within our **Post 16** provision (as found within our Independent Living and life skills strand of the curriculum) aims to move towards students gaining greater levels of independence, to an extent that is both appropriate and safe to each individual learner. We encourage all learners to embrace 'real world' life through their school experience, which aims to prepare our learners for the important transition of moving into adulthood. We recognise at Curnow, that many of our learners will require varying levels of support in daily life as an adult. However, we believe that it is paramount to provide and challenge our learners with the important 'everyday' life skills that will help them lead a fulfilling adult life.

The Post 16 curriculum offer therefore will encourage our students to:

- Continue to build upon previously acquired skills in designing and making for learners
- Ensure personal involvement in practical creative activities
- Use their acquired skills in problem solving and decision making processes
- Generalise Health & Safety awareness and personal hygiene routines
- Generalise/extend fine motor skills through the use of a range of tools, materials and utensils
- Further develop an understanding of a range of materials, their properties and the ways that they may be used and ways to communicate this
- Generalise/extend, use and apply their knowledge and understanding of skills across the curriculum, e.g. maths and literacy (functional skills), in practical/functional tasks
- Experience a sense of achievement and self-esteem through designing and making real products of a functional nature

- Consider the needs of others when designing and making for friends (**designing and making for others**), family or specific group of people
- Study appropriate food hygiene awards
- Consider the nutrition needs of self/others
- Increase skills associated within DT (breadth and depth of experience) within the context of designing and making
- Foster a positive attitude towards Design & Technology and Cooking & Nutrition
- Increase independence, persistence and co-operation skills

The aims of DT within our **L2L** provision will encourage our students to:

- Develop their pre-requisite skills through the National Curriculum subject areas; including DT
- Encounter creative ideas and practices as a vehicle whilst concentrating on personalized learning outcomes (Engagement steps).

### **English and Maths across the DT curriculum**

Within their planning teachers will fully incorporate the additional subject areas of English and Maths; these areas will be designed to enhance the module of work being addressed. Key vocabulary within both areas will be detailed within the Medium Term planning document to support the structured teaching delivery planned.

### **IMPLEMENTATION**

The long term planning used at Curnow school addresses key aims (intent) outlined for each key stage for Art (Appendix A).

### **IMPACT**

The impact of our curriculum offer will encourage all pupils to develop their creativity and imagination. DT provides opportunities for pupils to explore their creativity and imagination in a safe place. To evaluate the effectiveness of our DT curriculum and use the information obtained to inform future learning we need to monitor and measure the impact of it to ensure it meets its fundamental aims of securing pupil progress over time; to focus in on this aspect Curnow School will:

- Ensure the DT curriculum offer and implementation of it through the class timetable is broad, balanced and relevant and links to statutory requirements.
- Monitor the quality of teaching, learning and assessment via lesson observations/learning walks to ensure teaching is engaging, highly responsive to children's needs and all learning remains personalised
- Monitor the effectiveness (impact) of personalised learning pathways identified and how they inspire pupils to learn which demonstrates an ethos of continual improvement identifying appropriate measures to 'close the gap' if/as necessary (school data sets)
- Ensure formative and summative assessment is accurate (informs next steps) and based on high quality observation/evidence.
- Ensure assessment outcomes provide evidence of lateral learning as well as linear learning

- Record the achievements of all pupils equally
- Measure, assess and record the progress of each pupil in a systematic way, to ensure that each pupil achieves his or her full potential
- Monitor pupils personalised learning offer as reflected within their timetable ensuring pupils are set challenging goals within each aspect of it using assessment data which informs future target setting
- Ensure learning is part of a well-planned sequence
- Monitor standards of pupil achievement via the moderation process embedded across our schools
- Monitor the qualitative data (e.g. – parent survey and where appropriate pupil survey) to ensure parents are happy with the quality of education received by their child

### **IMPACT (pupil)**

- Pupils progress well from their different starting points within the key skills of DT; learning remains sequential.
- Pupil progress builds upon prior knowledge and understanding (their current skills/abilities) and prepares them well for their next stage; next steps secure challenge within all learning
- Pupil progress in accordance with SPT benchmarks
- Pupil's enjoy their learning and engage well

### **Monitoring and review**

It will be the responsibility of the teachers, Subject Leader, Leadership Team and Governors (Achievement and Quality of teaching) to ensure the area of Design and Technology is monitored and reviewed to make sure the delivery of DT maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives.

The Subject Leader will monitor the policy on a biennial basis as part of the School Self Evaluation Policy and Guidelines. They will have a responsibility of providing a report outlining any additional information relating to this subject area to the Achievement and Quality of Teaching sub-committee of the Governors of the school.

### **Guidelines**

There are different responsibilities for staff members in the delivery of DT

#### **1 Responsibility of Teachers**

- 1.1 Plan for progression
- 1.2 Use the scheme of work to plan DT into Medium and Short Term Plans (using the long term planning to support the further development of key skills identified)
- 1.3 Plan for individual needs and differentiate work and materials

- 1.4 Record pupils' progress using B<sup>2</sup> assessment; EYFS - EYFS B<sup>2</sup> assessment, R2L Progression steps and non-core assessment folders, L2L Engagements steps and individual record systems as appropriate
- 1.5 Provide appropriate information to the Subject Leader
- 1.6 Order appropriate resources through class or faculty budget
- 1.7 To maximise opportunities to help develop ICT in DT.
- 1.8 To carry out any appropriate risk assessment associated with DT.

## **2 Responsibility of Subject Leader**

- 2.1 Monitor the teaching of the subject by access to colleagues MTP's
- 2.2 Support colleagues in planning, teaching styles, use of resources
- 2.3 Ensure curriculum coverage across the whole school and be aware of continuity and progression in the subject
- 2.4 Monitor and evaluate DT across the school as part of the School Self Evaluation Policy and Guidelines via a DT non-core assessment folder and lesson observations
- 2.5 Monitor pupil's progression using B<sup>2</sup> formative and summative assessment data as appropriate.
- 2.6 Provide appropriate information on DT to the Achievement and Quality of Teaching sub-committee of the Governors of the school; outlining impact of additional actions and provision
- 2.7 Maintain the DT Subject Leader's file in line with the agreed format
- 2.8 Monitor the DT policy document biennially as part of the School Self Evaluation Policy and Guidelines

## **3 Responsibility of the Senior Leadership Team**

- 3.1 Ensure adequate resources
- 3.2 Ensure access to training to DT Subject Leader
- 3.3 Ensure access to training for teachers and support staff
- 3.4 Have an overview of the subject area

## **4 Responsibility of the Achievement and Quality of Teaching Sub Committee Governors**

- 4.1 To monitor the delivery of DT through reports from the Subject Leader
- 4.2 To approve the DT curriculum and policy and any subsequent updates.

## **5 Resources**

- 5.1 Resources will be purchased to underpin the effective teaching delivery of DT by teachers liaising with the head of Upper or Lower school to authorise using their curriculum allocation budget.
- 5.2 Resources can be found in the workshop, teacher resource areas, teaching kitchen and in clearly labelled designated areas within the school (Upper school) and in cupboards in the Illogan/Curnow teaching kitchen and outdoor storage areas (Lower School)
- 5.3 Teachers are responsible for identifying if anything is running out or needs replacing due to general wear and tear and informing the head of faculty; who will authorise any order from their curriculum allocation budget. Additional resources may need to be obtained by faculties for specific activities, or other Subject

Leaders to support the delivery of their subject these must also be authorised by the head of faculty.

## **6 Assessment and Recording**

- 6.1 Pupils will have the opportunity to respond to DT in a variety of ways. These may include written recording or discussion. This is in addition to the requirements of the National Curriculum. Pupils may require specific equipment to support their needs, these will be available to those pupils and used appropriately.
- 6.2 Pupils will be assessed using the Design and Technology B2, (Ready to learn non-core assessment folder) B2, (Engagement steps - L2L). Pupils will also be assessed using the Foundation Stage Profile determined by the EYFS Framework within their Reception and Year 1. Pupils work can additionally be recorded through photographs, print-outs of work etc.
- 6.3 As well as these formal frameworks for assessment, it should be remembered that assessment in DT should be a continual and on-going process made possible by constant communication, sharing ideas and helping children to evaluate their own work (comparing the end product in the light of original intentions) and making it personal and individual to each child.
- 6.4 Recording and reporting will follow the agreements outlined in the schools 'Assessment, Recording and Reporting Policy' (PARRC policy).
- 6.5 Pupils will be assessed through teacher observation, discussion with children before and after working and during Assessment for learning opportunities.
- 6.6 Pupils within Post 16 will be assessed using the learning outcomes from ASDAN's achievement continuum from the ASDAN Personal Progress and Personal and Social development modules of work and also through their bespoke Well-being and Relationships curriculum.
- 6.7 Assessment can be made in accordance with the End of Key Stage Descriptions in the National Curriculum depending on the NC level or the Progression or Engagement step level of the pupils. Additionally, students can be assessed using the criteria determined by ASDAN's Personal Progress and Personal and Social development modules of work.

## **7 Delivery**

- 7.1 We will strive for excellence in the teaching delivery of DT by:
  - The quality of learning which pupils experience
  - The quality of teaching that we provide
  - The richness of the environment in which they learn
- 7.2 The DT Curriculum will use whatever specialist techniques and teaching approaches, which motivate, support the needs, or improve the access of any individual. Teachers will therefore look at matching their teaching approaches to individual pupil's learning styles.

## **8 Delivery of subject**

- 8.1 DT will be taught in a range of settings within the School:
- Timetabled DT lessons
  - Whole class, small group and individual teaching (using the inside and outside environments)
  - Preparation for the School's Christmas and Summer Fayres
  - Linked to every other subject
  - As part of the class and school assemblies/group worship
  - Visiting artisans working with pupils throughout the school supporting themes or topics being studied.
  - Any collaboration projects across other schools

## 9 Planning

- 9.1 Teachers will use the long term planning; key skills and track backs written by Curnow School to determine differentiated learning outcomes for each pupil within their class. Supported by EQUALS and Music Express. It will be the responsibility of the DT Subject Leader to ensure this accurately reflects the learning needs of the pupils and follows the curriculum ethos for each Faculty.

## 10 Accreditation

- 10.1 Pupils in Key stage 4 and Post 16 will have the opportunity to undertake accredited units of work within the ASDAN Personal Progress Modules Personal and Social Development modules. Teachers in these faculties will determine on an individual basis the appropriateness of each unit based on pupils need ensuring these add value to individual learning.
- 10.2 The awards obtained by the pupils will be formally presented during the annual Record of Achievement day in the summer Term. Parents are encouraged to attend all open access events such as the Christmas and Summer Fayres to help celebrate achievements and learning
- 10.3 Celebrating pupils' achievements can also be achieved through the displaying of DT work in classrooms and other areas of the school.

## 11 Equal Opportunities

- 11.1 Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age.

## 12 Health and Safety

- 12.1 All staff should ensure the health and safety of all pupils and staff at all times

<b>Policy approved by Local Governing Body</b>	May 2020
<b>Policy to be reviewed</b>	Every 2 years

<b>Responsibility</b>	Head Teacher Deputy Head
-----------------------	-----------------------------