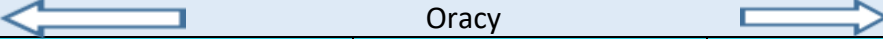


<b>CURRICULUM INTENTIONS</b>	Our Values and Expectations	<b>‘Life for Learning for Life ...’ Design Technology</b>					
		Embracing Excellence		Celebrating Diversity		Nurturing Individuality	
		Enjoyable	Stimulating	Respectful	Challenging	Safe	Lifelong Learners
	Curriculum Drivers	Oracy 					
	Our Learning Curriculum	Reflective	Relationships	Resilience	Resourceful	Risk Taking	
	Our vision for the <b>Art &amp; Design</b> curriculum at Wembury Primary School	<ul style="list-style-type: none"> <li>• At Wembury Primary School, we value Design Technology as an important part of the pupils’ entitlement to a broad, rich and balanced curriculum. Design Technology provides the pupils with the opportunities to develop and extend skills and to express their individual interests, through exploring possibilities and solutions.</li> <li>• It is our intent to maximise the potential of all of our pupils; intellectually, socially, morally, emotionally and culturally. We take every opportunity to encourage a love for learning within all of our pupils, based around a resilience for learning and achieving greatness. Most importantly we allow our pupils to learn in a safe and stimulating environment, where their views are valued.</li> <li>• Our Design Technology curriculum provides pupils with a variety of opportunities to develop creative, technical and practical expertise that can be successfully transferred to an increasingly technological world. Our DT curriculum is often cross curricular when appropriate and draws upon skills taught in other subjects. Pupils can build and apply a repertoire of skills that progress as they move through the key stages, through focused tasks and designing and making opportunities. They critique, evaluate and test their products and reflect on successes and areas for improvement. They will also develop understanding about cooking and nutrition and it’s importance.</li> </ul>					

<b>IMPLEMENTATION</b>	<b>CURRICULUM DELIVERY</b>	<ul style="list-style-type: none"> <li>• Subject expertise allows the Design Technology curriculum to be executed successfully. CPD is encouraged across the school and courses are identified and made available to staff.</li> <li>• Children are exposed to a variety of skills as part of each project, these skills are built on and ensure progression across the school.</li> <li>• Each project will include investigative &amp; evaluative aspects, focused tasks, and a design, make and evaluate assignment.</li> <li>• Children’s work will be reflected on by both themselves and the teachers and feedback given through conferencing, to enhance future work.</li> <li>• Assessment will encompass children’s skills and knowledge in designing, making, evaluating and their technical knowledge</li> <li>• Children’s work will be recorded in a book that takes the function of a ‘scrap book’; this will include examples of their work, proformas, design ideas and evaluations. Key assessment points for each project will be recorded in these also.</li> <li>• Children will be immersed in vocabulary linked to the skills they are using, which aids children's knowledge and understanding not only of the topic they are studying, but also of the world around them.</li> <li>• Each topic will have links to the real world by providing relevant context within the wider environment</li> <li>• DT is planned by following the National Curriculum Programmes of Study for long term planning. At Wembury we use resources from Twinkl and also the DT association to ensure progression. ‘Projects on a Page’ are being trialled in certain year groups. Children in EYFS explore and use a variety of materials and media through a combination of child initiated and adult directed activities.</li> <li>• Where children need support with learning, teachers differentiate and scaffold appropriately to meet the child’s need, modify tasks and access arrangements, as well as considering alternative means of recording.</li> <li>• DT is blocked and 8-12 hours is allocated for each project each term, with each year group completing 3 projects across the term in food, textiles, and structures and additionally mechanical structures or electrical systems in Key Stage Two.</li> <li>• Projects are sometimes altered in order to reflect local, national and time of year contexts, or interests relevant to the children at the time.</li> <li>• Resources are clearly labelled and accessible in the DT area and are added to across the year. Where possible, links are made across WEST to enhance the curriculum (for example, visiting the local secondary school)</li> </ul>											
		STIMULUS HOOK		➡	EXPERIENCE - IMMERSION - EXPLORATION - INVESTIGATION - INQUIRY		➡	CELEBRATION AND SHARING OF OUTCOMES					
		The Learning Environment	Assemblies	Visitors	Educational Visits and Residentials	Experiences	Events	Partnership working with parents and carers					
		Extra-Curricular Activities	Community Events	Partnership working with other schools	Community Expertise	Pupil Leadership	House Teams	Responding to the News					
	<b>TEACHING (PEDAGOGY)</b>	Enquiry Based Learning		High Expectations		Consistent Practice		Challenge for All		Excellent Subject Knowledge			
		Working Walls		Vocabulary Rich		Responsive to needs and interests		Reflective		Shared Expertise			
		Mastery		Application of prior learning		Progressive		Enjoyment		Collaborative			
		Risk Taking		Learning Skills: 5 x Rs		Breadth and depth		Pupil Led		Oracy			
	<b>ASSESSMENT</b>	Quality First Marking and Feedback			Whole Class Feedback			Unit Assessments			Tracking Progress Over time		
		Next step marking			Self & Peer-Assessment			Pupil Conferencing			Moderation		
<b>IMPACT</b>	<b>ATTAINMENT AND PROGRESS</b>	Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent, Independent Orators	<ul style="list-style-type: none"> <li>• The impact of our Design Technology curriculum is that children understand the relevance of what they are learning in relation to real life, providing possibilities and solutions.</li> <li>• Children are confident to discuss and share their Design Technology thinking with their peers and adults, applying their strong oracy skills.</li> </ul>										
	<b>KNOWLEDGE AND SKILLS</b>												

	<b>READINESS FOR THE NEXT STAGE OF EDUCATION</b>	and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.	<ul style="list-style-type: none"><li>• Our DT books and photos show evidence of engaging and relevant learning opportunities, with a clear learning journey where knowledge is built upon and skills are embedded and developed and progression is ensured in each area.</li><li>• Our feedback is supporting children to strive to be the best they can be ensuring a greater proportion of children are on track, building on prior skills and allowing for support and challenge.</li><li>• We carry out regular DT monitoring ensuring high levels of teaching and learning are taking place. We measure the impact of our curriculum against the planned objectives, tracking of knowledge and understanding using appropriate assessments, pupil conferencing and book looks.</li><li>• Children add to prior knowledge and skills when they move from EYFS and through the Key Stages. They are encouraged to become independent, creative problem solvers and begin to be equipped to deal with tomorrow's rapidly changing world, providing a good basis for KS3.</li></ul>
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