



At Anston Hillcrest we work together as a community to provide a happy, safe and secure learning environment where everyone is valued and shown respect. We value the Mental Health and Well Being of the whole community. We create an inclusive culture, with an ambition of success for all. Our curriculum stimulates and excites the imagination, providing children with the knowledge they need to thrive; be successful learners; meet the challenges of an ever-changing, diverse world and

'Make a Difference'.

D&T POLICY

CURRICULUM DRIVERS	EMOTIONAL WELL-BEING	READING	LOCAL & GLOBAL CITIZENSHIP	CREATIVITY
	<i>We want all pupils to have good Mental health</i>	<i>We want reading to be at the heart of everything we do; unlocking learning throughout the curriculum.</i>	<i>We want our children to engage in learning that raises their awareness of real life issues. Issues that change their outlook on the world and challenges them to make a difference.</i>	<i>Through imaginative curriculum design, we will provide real life, purposeful and authentic learning opportunities to engage the children and make learning memorable. We want our children to be thinkers: find alternative options, solve problems, take risks, make links between learning and communicate effectively.</i>

	<ul style="list-style-type: none"> • Understand what good mental health looks like • Develop strategies to have good mental health • Understand and self-regulate own emotions • Be sympathetic and empathic about the emotional well-being of others • Be respectful and kind 	<p>Readers:</p> <ul style="list-style-type: none"> • Gain curriculum knowledge • Develop a rich vocabulary • Develop knowledge about the world around them • Read widely for pleasure 	<p>Active citizens</p> <ul style="list-style-type: none"> • Understand the world that is beyond South Anston • Show empathy and care • Show a commitment to fairness (ethical) • Moral and social depth • Recognise that they can make a difference to their environment and community • Awareness of global issues and a desire to make a difference • High aspirations – aware of their own possibilities • Explore issues, events and problems from different perspectives 	<p>Authenticity</p> <ul style="list-style-type: none"> • Real life learning challenges with authentic outcomes • Encourage our pupils to become increasingly enterprising • We want our children to be excited by the real world • We will give the children opportunities to engage in rich experiences to develop creativity. <p>Creative thinkers</p> <ul style="list-style-type: none"> • Make choices & ask questions to extend thinking • Generate ideas and explore possibilities • Overcome barriers by trying out alternatives or new solutions • Use what they already know to learn new things • Connect ideas and experiences in inventive ways • Independent thoughts and actions • Reflective & self-motivated <p>Creative teachers</p> <ul style="list-style-type: none"> • Take risks & imaginative • Adapt the curriculum for ALL learners to succeed
<p style="text-align: center;">D&T INTENT</p>	<p>Design and technology is an inspiring, rigorous and practical subject. It requires the application of skills and knowledge to solve practical problems in response to human needs. At Anston Hillcrest Primary School, we teach Design & Technology to equip our pupils with the understanding to enable them to become future citizens in an increasingly technological and complex world. 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.</p>			

	<p>The D&T curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements.</p>
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	<p>Planning D&T is mapped out on a two year cycle to ensure that knowledge is mapped out progressively and ALL children develop skills systematically. This enables all classes to access all of the required areas of the National Curriculum programme of study in a two year cycle. Teachers ensure that the plans build on the expectations for pupils in EYFS. Lessons are planned to ensure that key knowledge and skills are developed over time and over the course of each block and in the correct sequence. Key knowledge and vocabulary is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as pD&T of the school's assessment. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school. Teachers plan lessons using our Progression Document to ensure skills, knowledge and understanding build year on year. Above anything, projects need to be inspiring and exciting, stimulating and relevant to the children's interests and enthusiasms.</p>		<p>Assessment Existing knowledge is checked at the beginning of each new D&T unit using carefully considered questioning by the teacher. This ensures that teaching is informed by the children's stD&Ting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each unit, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.</p>
	<p>Knowledge/skills In each lesson, children are guided towards answering the Question for Learning through the careful and meticulous planning of each lesson and their progression towards the final piece. The QfL is shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.</p>	<p>Cross curricular Reading and writing are taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects. Outcomes in D&T are specifically planned for and these are indicated on the whole school D&T Knowledge and Skills Progression Map. We can also use D&T to demonstrate Art learning where appropriate.</p>	<p>Frequency of teaching D&T is taught within learning journeys and mapped out into blocks throughout the year, so that children can achieve depth in their learning. Some terms may not have an D&T focus, but the LTP ensures that we cover all requirements of the National Curriculum throughout a child's time at Anston Hillcrest.</p>
	<p>International Schools</p>	<p>Resources D&T provision is well resourced and specific mediums are mapped to specific year groups and learning journeys to support effective teaching and learning. Each term, teachers inspire the children to explore and extend their skills, knowledge and understanding in different areas across drawing, painting, printing, collage, textiles, sculpture/3D and D&T through technology in a rolling programme.</p>	<p>Making a Difference D&T is often used in projects to make a difference to our school and local community. Opportunities are taken to make links between making a difference and D&T projects, both in school and to support the wider community.</p>

IMPACT	<p>OUTCOMES At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Children who have gaps in their knowledge receive appropriate support and intervention. Outcomes in sketch books and on the walls evidence a broad and balanced D&T curriculum and demonstrate children's acquisition of identified key knowledge and skills relating to each of the identified national curriculum strands, as appropriate to key stage.</p>	<p>EVIDENCE IN SKILLS Children are taught D&T skills progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum programme of study.</p>	<p>EVIDENCE IN KNOWLEDGE Children build their knowledge from end points from previous years. Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.</p>
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<p>MONITORING (QUADRANGULATION)</p> <p>Takes place every term by the subject leader.</p>	<p>Assessment</p> <p>Assessment for learning is continuous throughout the planning, teaching and learning cycle. Teachers use questioning at the end of a unit and assess children against what has been taught at the end. They identify those who have not met expectations and ensure that gaps are covered and area consolidated during the next unit.</p>	<p>Books</p> <p>Sketchbook moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).</p>	<p>Planning</p> <p>LTP outlines the intent for D&T and then teachers map out the medium term plan ensuring that the learning is personalised and implemented to suit the learners in the class. The curriculum is adapted to be inclusive for all. The Subject leader evaluates the coverage and provides support where required.</p>	<p>Observation</p> <p>Observations take place by the subject leader of children at work, individually, in pairs, in a group and in class during whole class teaching. These are through planned observation and monitoring and learning walks.</p>