



Blackpool Gateway Academy

DT Guidance

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Blackpool Gateway Academy is part of Fylde Coast Academy Trust
"Learning today for a brighter tomorrow"

The purpose of this policy is to describe the practice within Design Technology (DT) at BGA and the principles upon which this is based.

RATIONALE

The National Curriculum (2014) states that high quality DT education makes an essential contribution to the creativity, culture, wealth and well-being of the local area and the nation. At Blackpool Gateway Academy **DT** is very important as it is a subject that allows children to be creative, grow and show self-expression with some rigorous techniques that provide them with possibilities to help them with future job prospects. Given high rates of social disadvantage in Blackpool, including unemployment and the seasonal nature of a seaside resort, the knowledge, skills and attributes brought by DT prepares pupils well for their next step into secondary school and for later training, education and employment.

CURRICULUM INTENT

At Blackpool Gateway Academy, we intend that children should master DT to such an extent that they can go on to have careers within DT later on in life and make use of the knowledge and skills the subject encompasses effectively in their everyday lives. Our children will be taught DT in a way that ensures progression of skills, and follows a sequence to build on previous learning which accounts for the delays and gaps in learning that have arisen as a result of the pandemic. At Gateway, our expectations are high for all our children and they are challenged to complete tasks which enable them to apply their DT knowledge and skills.

By the end of KS2, it is our intention that pupils are able to:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently
- participate successfully in an increasingly technological world
- 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 simple dishes.
- transition into high school with knowledge of numerous DT topics.

Securing Cultural Capital

As part of giving children a broad and rich approach to D.T, we provide the children opportunities that will give them knowledge of how to succeed in life, giving them opportunities they may not otherwise be exposed to. In some ways, this can address social disadvantage. Some of these opportunities include:

- Visits from other outside companies throughout the year.
- Various out of school visits where children focus on building and experiencing D.T knowledge.
- Working with high school students to give children an insight into continued development of the D.T curriculum and experience within a workshop /cooking room.
- Local competitions and incentives that focus on D.T and environmental topics.
- Team building house competitions linking to D.T skills.

Inclusion

(including SEND, EAL, Disadvantaged and Gifted)

We will provide opportunities for all pupils to reach their potential in DT, no matter what their starting points. All children are provided with equal access to our DT curriculum.

We will provide suitable learning opportunities regardless of gender, ethnicity or home background. The DT curriculum is designed to enable all pupils to access it, including disadvantaged pupils, pupils with SEND and those who do not speak English as their primary language.

Pupils who are underachieving will be identified and strategies put in place in order to help them improve their attainment. Work is scaffolded and facilitated so these pupils can take part in lessons alongside their peers building up their skills and knowledge at an appropriate level and speed.

Where necessary, teachers will use interventions to help pupils improve their attainment. , Interventions usually consist of:

- Support from staff within class.
- Scaffolding - resources and support of work to meet individual needs
- Group work with peers to build confidence and knowledge.
- Visual prompts

Gifted children will be identified and suitable learning challenges provided at the earliest opportunity.

Nurture

The ongoing work and Ethos of Nurture that supports all children's learning and behaviour at Gateway threads into our DT policy. All teaching staff will skillfully offer nurture and support where needed to remove barriers to learning.

To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional and behavioural and mental health needs of children and young people. Through a nurturing experience children become more socially adept, emotionally resilient and self- confident. Encouraging children through nurture also allows them to learn how to engage with their peers and to take pride in their achievements. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and the **features of effective practice** to support teaching and learning in DT.

CURRICULUM IMPLEMENTATION

We follow a broad and balanced DT curriculum that builds on previous learning and provides both support and challenge for learners. The curriculum ensures the progression of skills and covers all aspects of the National Curriculum for DT . All classes will have a scheduled DT lesson/ time slot within 3 half-terms of the year. We want to ensure that DT is embedded in our whole school curriculum and that opportunities for enhancing learning by using design and technology are always taken.

DT is taught in three half-termly blocks as this allows pupils to acquire knowledge and skills in depth. Children at Blackpool Gateway Academy begin their learning journey in EYFS, where they start to explore DT through continuous provision. DT is also taught explicitly where they can solely focus on a skill or knowledge based objective that links to their early years learning goals.

As the children move into Year 1 & 2, DT, in its half-termly blocks, is taught explicitly on a weekly

basis for a minimum of 1 hour. Children in KS1 cover 6 topics within the 2 years. In KS2, DT is taught for a minimum of 1.5 hours with the blocks and children cover 12 topics within the 4 years.

Planning for and teaching of DT

D.T in the National Curriculum

At BGA, D.T is taught through a progressive curriculum which allows children the opportunities to build on their researching, planning, making and evaluating design skills through a range of different types of topics.

The Early Years Framework sets out what we teach in our Nursery and Reception classes. Pupils in Years 1 to 6 inclusive follow the Nation Curriculum for DT which sets the expectations for pupils in each Key stage 1, Lower key stage 2 and upper key stage 2. Our [Progression documents for D.T](#) build on the Early Years Framework and National Curriculum and identify which objectives are being taught. Together the [curriculum overview](#) and [D.T ladder](#) allow for clear progression, teaching and learning throughout BGA.

Cross-curricular

DT is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified when appropriate on the [D.T cross-curricular links overview](#). (e.g. the children can apply scientific and mathematical knowledge to create products which are functional) The children use their reading skills when researching different inventions, reading instructions and reading each other's work to peer assess. Also, the children use their PSHE and Science knowledge of healthy eating.

Scaffolding in D.T

At BGA we expect that all children, regardless of special need or disadvantage, achieve well. As such teachers and adults have high expectations of all pupils. Learning objectives are made clear for each lesson and need to be scaffolded according to school policy. This enable pupils to achieve for each lesson. Children are supported through additional resources, simplified tasks or support from an adult. In addition challenges offer children a way of applying their learning to other learning and explaining their learning further. All children are encouraged to challenge themselves and aim for higher level objectives during lessons

D.T Ladder

The D.T ladder that is provided by the Subject leader, identifies a programme of study, learning objectives, and staff are provided with differentiated learning objectives examples. Staff then use this document and information for their weekly planning.

Short-Term

Weekly planning will take into account definitive learning objectives for D.T, which will, in turn, provide assessment opportunities. This is the responsibility of the class teacher or PPA cover teacher who is teaching D.T.

EYFS

Children's DT journey builds on their love of designing, exploring and making. Using the Early Years Framework, DT is split into three main categories: physical development; understanding the world; and expressive arts and designs.

Children explore DT through a range of learning opportunities through continuous provision and two focused topics every half term. Children's learning and development in the subject is documented in their 'learning journey books'.

Teachers in EYFS have had specific training on activities that link with the early years objectives and questioning to enhance DT in EYFS

Key stage 1 and 2

Pupils are taught a variety of creative and practical activities where they gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts. Pupils' foundation skills are developed further using tools and machines in designing and making artefacts and food products with an emphasis on healthy living. Such working with a variety of materials helps learn important life skills. Pupils learn independently and in groups, learning to cooperate, plan, design and make and evaluate their work. They learn to make their own decisions with help and encouragement. They produce a range of different products after researching products which have already been made.

Assessment and feedback across the whole school

- Assessment completed at end of each topic on DT books.
- Marking completed by teachers in books which includes further, meaningful questions about their learning. Children action any further learning in purple pen.
- Peer and self-assessment is evident in books where appropriate.
- Retrieval practice is consistently completed from Year 1 - Year 6 which offers children the opportunity to reflect on their earlier work in DT. This maximises their potential for learning more and remembering more over time.
- Displays show progress of topical understanding and skills based throughout the topic.
- In Early years, Ongoing assessment is completed by the teachers throughout the year where they observe and document the skills being learnt by the children. EYFS have learning journey books and a whole class 'floor book' where children's explanations and thoughts are displayed.

Oracy

Oracy refers to the skills involved in using spoken language to communicate effectively. At Gateway, I expect to see staff using talk effectively for teaching and learning and children developing their spoken language skills. Each Key Stage will be given a set of strategies to be used in their D.T. This should be progressive from EYFS to Year 6.

Health and Safety

It is important that children and staff understand the various hazards involved with DT equipment. Children may be using tools and materials that could possibly present a hazard if used incorrectly, children will be taught to use the correct methods and will be encouraged to recognise the risks involved. Teachers will promote these in order to ensure the health and safety of their pupils. Children will also be taught the necessity of looking after equipment, by using it correctly and keeping it clean and tidy. All children should be made aware of the need to use equipment safely and take responsibility for safe working, handling and storage of tools and equipment. A list of children with specific allergies is available from the Kitchen staff. Teachers should familiarise themselves with this and avoid using foods such as nuts or foods high in colouring etc., which might cause an adverse reaction. Staff should also be sensitive to any cultural food taboos of children within their class. An oven is available for food based DT.

CURRICULUM IMPACT

Our measures of success for DT will be that:

- that the curriculum for DT is well-constructed and well-taught
- all pupils, including those deemed disadvantaged and those with SEND acquire the knowledge and cultural capital they need to succeed in life

- ❑ pupils are making progress in that they know more, remember more and are able to do more - they are learning what is intended in the curriculum - so that learning in DT is building to the end points outlined earlier and that pupils are being prepared for their next stage of education
- ❑ As designers children will develop skills and attributes they can use beyond school and into adulthood.

In order to assess that the implementation of the DT curriculum is having a positive impact on learning, a range of assessment tools are to be used. In Year 1- 6 teachers complete assessment for each topic by highlighting the achieved objectives met on the front of their booklets. Observation of children are also completed supporting teacher judgement within assessment of DT. This allows teachers to inform their planning and plan effectively to teach any gaps so that children who are falling behind are identified quickly and receive intervention. It will ensure children are on track for the next stage in their education and those that are not can be identified (through regular pupil progress meetings) and steps put in place to ensure sufficient progress is made.

To ensure DT is having an impact the following monitoring will be carried out frequently:

- lesson observations (carried out by SLT and subject lead)
- book and floor book scrutiny
- pupil and teacher voice
- classroom environment monitoring and learning walks, with an emphasis on high expectations

In addition to first-hand evidence, impact will also be tracked through the internal assessment data. This data is collected for the purpose of assessing pupil progress as the pupils move towards their end goals. It will allow teachers to inform their planning and plan effectively to teach any gaps so that children who are falling behind are identified quickly and receive intervention. It will ensure children are on track for the next stage in their education and those that are not can be identified (through regular pupil progress meetings) and steps put in place to ensure sufficient progress is made.