

St Francis' Catholic Primary School, Goosnargh

Curriculum Intent, Implementation and Impact

St. Francis' Catholic Primary School

LIVING FEELING DREAMING

Living our life as Jesus taught us Feeling the Gospel Values Dreaming of bright futures for all
As children of God, we care for each other and we always try to do our best'

Design and Technology

At St.Francis' Catholic Primary School the curriculum encompasses our Mission Statement:

Mission Statement

Everyone at St.Francis' Catholic Primary School and Pre-School tries to be like Jesus. We work together to make our school and community a welcoming and happy place to learn. Made in the image of God, we care for each other and we always try to do our best.

Intent

We understand that Design and Technology allows children to solve problems, think creatively and develop ideas.

D&T offers pupils a chance to use creative thinking and activity within a defined purpose and tangible outcome. It encourages children to make positive changes to their quality of life. We are committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world with rapidly changing and advancing technology.

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.

We aim to inspire our children to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want children to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others.

Through our curriculum cycles for Design and Technology, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. We try to inspire children through engaging in cross-curricular learning wherever possible.

Children acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Children 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.

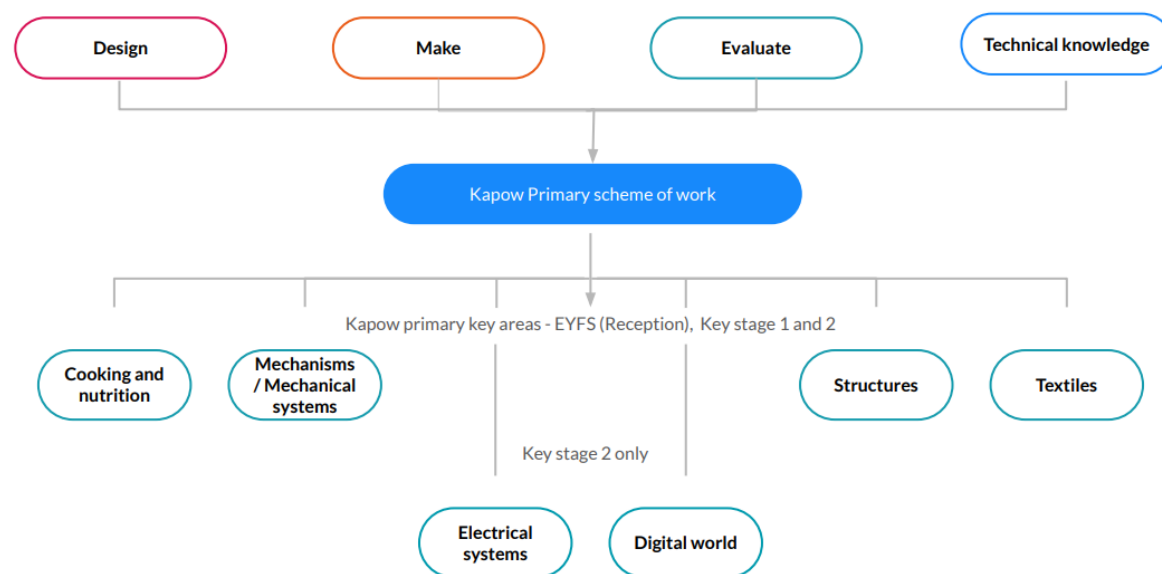
Aims

The national curriculum for design and technology aims to ensure that all 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.

Our school curriculum is underpinned by our Mission Statement.

How is the Design and technology scheme of work organised?



Breadth, balance and creativity

The aim of our curriculum is for children to be genuinely interested in what is being taught, for all to be motivated and fully access well sequenced lessons that are engaging and accessible, yet ambitious for all.

We believe that all children are entitled to a broad balanced and creative curriculum, experiencing a wide range of activities in order to appreciate and better understand themselves and the world in which they live.

Children acquire knowledge through a range of different subjects and experiences which prepares them as future citizens. Our children are intellectually developed and in addition to curriculum knowledge, long term memory is built through interconnections of ideas, concepts and skills across all subjects. We have high ambition for all of our children.

Relevance and adaptability

In all of our subjects, we have reflected upon what it means for us to have high expectations and ambition for all. One size does not fit all and we are responsive to all learners in school.

Quality first teaching means that children's needs will be met through inclusive and effective teaching. By creating an emotionally supportive environment, breaking down complex content, sequencing learning within lessons, reducing distraction, rephrasing questions, intervening at the right time, providing the right support, providing the right resources and using effective teaching and learning strategies.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of pupils and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfilment.

Implementation

Planning the curriculum

Teachers plan the DT curriculum according to the agreed programme which ensures that the children experience a wide range of knowledge and skills throughout each Key Stage as stated in the National Curriculum. Due to mixed age classes, we have yearly cycles which are planned to support sequential learning, supporting children to know more and remember more.

We use KAPOW units of work and resources to support our curriculum teaching and learning experiences.

Our curriculum is designed to give our children the knowledge, skills and wisdom they need to successfully support themselves in their next steps in life, to make good choices and keep themselves safe.

We want our children to be intrinsically motivated to learn because of the vibrant, broad and creative curriculum opportunities they had during their time in our school. With Christ at the Centre, we teach and develop children through love and positivity. All staff care deeply about what children are being taught and we want all children to have high aspirations, self-belief and be kind, as Jesus taught us to.

We have developed our own planning format for each unit of work to identify the knowledge to be taught and learnt, the skills to be developed and the links with other curriculum areas to be promoted.

We begin each topic with a focus on 'LIVING, FEELING, DREAMING' LIVING our lives as Jesus taught us, FEELING the Gospel values and DREAMING of bright futures for all. We begin with Big thinking questions and we have an exciting topic 'launch' to engage our children and bring learning to life.

Professional development opportunities (individual and whole school) are provided for teachers to further develop subject knowledge and expertise.

Progression - The teaching and learning of knowledge and skills

Through Kapow Primary's Design and technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in the six key areas.

Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The Kapow Primary scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.

Adaptive Teaching

All children learn in different ways and at different speeds. Adaptive teaching begins by having the same learning intentions for all pupils without lowering expectations. In order for all children to achieve these learning intentions it will be necessary to adapt teaching.

In Design Technology, lesson adaptations may include:

- assessment of prior learning and adapting lessons to meet the needs of all children
- providing specific materials and tools for sensory processing
- bespoke visual aids
- a choice of tools/resources adapted to support individual use
- STEM sentences/sentence starters
- talk tins and voice recording equipment
- labelled diagrams
- WAGOLLS
- pre-cut shapes and resources
- multiple choice quizzes
- cloze procedure tasks
- Praise positive behaviour at each step to encourage high self-esteem.
- Ensure clear instructions are given throughout the lesson.
- Provide time limited learning breaks.
- Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation or the evaluation)
- Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate
- Provide art tools when necessary to avoid distractions during teacher input
- children responding to DT work in the way of our 'scrapbook' creative approach to promote personalized learning and individual worth
- Provide children with extra-large pieces of paper to work on.
- Make sure resources are well organised and not cluttered.
- Ensure the child is positioned in a well-lit space before beginning an activity.
- precise and explicit modelling of tasks
- extra repetition when learning a new skill
- pre-teaching or earlier encounters with concepts
- teacher intervention to address gaps or misconceptions
- the use of appropriate vocabulary at varying levels of difficulty during lessons
- careful use of support for pupils with English as an additional language
- dual coding with key vocabulary and pictures
- simplifying language
- discussions with children, alongside their work (teacher knowledge)
- flexible working groups
- regular opportunities to revisit previously taught knowledge
- different colour paper/overlays/background on the whiteboard
- provide a prompt

Consolidation

The knowledge the children have gained in a unit of work is constantly revisited to reinforce learning such as at the beginning of a new unit of work. This is to ensure

that the knowledge is embedded and retained to inform and link with new units of learning. The teaching of skills are consolidated with each new unit of learning.

Challenge

Opportunities for extension activities are built into the teaching of a unit of learning according to the age and ability of the children in order to provide stretch and challenge and greater understanding for all learners.

Enrichment

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

By the time children leave our school, they will have access to a well-rounded curriculum with excellent curriculum experiences to:

- Raise money for charity
- Take part in a young enterprise initiative
- Take part in national theme weeks
- Visit an art gallery
- Dress up
- Watch a pantomime
- Experience a residential outdoor education visit
- Learn to play a musical instrument
- Learn to speak Spanish with National Curriculum requirements
- Visit a museum
- Visit a farm
- Write a story and send it to an author
- Write a poem and send it to a poet
- Participate in sporting competitions and enrichment opportunities
- Learn to swim
- Perform in a school drama production
- Visit a contrasting place of worship
- Link with other schools and attend community events
- Experience reflective theme days and awareness days
- Enjoy free forest schools activities
- Be a buddy to younger children in school
- Engage in a STEM project
- Enjoy gardening
- Bake for a purpose
- Organise and lead children leading children initiatives such as lunchtime clubs
- Take part in a music competition with other schools
- Learn how to be kind
- Be ready for our world

Continuity

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

Assessment

Each unit of work taught and learnt is assessed by the teachers to determine what learning has taken place. This assessment takes a variety of forms (talking to children, quizzes, testing)

and is assessed against the knowledge to be gained as stated on the Knowledge planning format. These assessments will inform future planning and provision.

The Subject Leader will discuss the provision of the teaching in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book looks, talking to children, moderation of work and cluster meetings. The Subject Leader will ensure that an Improvement Plan is developed which evaluates current provision and prioritises actions for future.

Impact

Through our curriculum, children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.
- Meet the end of key stage expectations outlined in the National curriculum for Computing.

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book looks, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities. These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the pupils as stated in our intent.

The information gleaned from these strategies will provide the future action for the annual Improvement Plan in order to improve teaching and learning further.

Our children achieve highly and they enjoy a broad curriculum. They speak joyfully about what they have learnt and remembered.