



# Love for DT



## Intent

We believe that all pupils should have the opportunity to learn how to use a variety of tools, techniques, and materials to enable them to design, create, and evaluate projects. We believe this knowledge will help to develop their natural curiosity and encourage them to make their own creations.

Within our DT lessons, we discuss the importance of choosing materials carefully to consider the environmental impacts they may have, using a range of dt skills and be able to evaluate thier work according to the design brief.

## SEND

We teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else. We do this by developing a good understanding of each individual and adapting lessons to ensure that they achieve.

## Assessment

Assessment is ongoing process throughout each lesson with opportunities for misconceptions to be addressed quickly.

Feedback and planning sheets are used by the teacher to assess and inform next steps, as well as End of Unit assessment sheets.

Assessment Data is collated and interpreted using our whole school assessment program, Insight.

## Our Curriculum

We want our pupils to have big ambitions and high expectations of themselves. We want the children to work hard and show **resilience** to achieve and be **proud** of their achievements. We have a strong sense of **community** and we aim to create a curriculum that truly meets the needs of our children living in the Stroud Valleys, which is **creative** and provides them with essential knowledge (Cultural Capital) in addition to a **respectful** understanding of **equal opportunities** (protected characteristics), **British Values** and **SMSC** (Social, Moral, Spiritual and Cultural education). We want to drive and shape a curriculum that is inclusive, broad, rich, exciting, and balanced, which enables each individual child to develop academically, emotionally, creatively, socially, physically, and to be **kind**. Our curriculum will enable the children to acquire **knowledge**, express their opinions, reason, and debate-thinking; and apply knowledge and skills learned in a wide range of meaningful contexts.

## Implementation

Children have experience of creating a range of projects using the key skills of design, create and evaluate. Projects have been carefully chosen to include cooking to create a broad and rich dt curriculum.

In LSEY, EYFS and KS1 children create models within topic work using a range of mediums. In KS2 children have separate cookery sessions in addition to 3 key dt projects each year, as shwopn in our planning.

## Impact

Regardless of background, ability or additional needs, by the time children leave Leonard Stanley Primary School they will:

- Learnt progressive skills in a range of dt projects
- Have a good knowledge of cookery skills and have learnt to cook a range of meals
- Have a good understanding of designing, creating and evaluating using a range of materials and tools to fullfil design briefs.