

## Design and Technology

### Intent, Implementation and Impact

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| <b>Intent</b>         | <p>At Pear Tree our D&amp;T curriculum intends to meet the individual learning needs of each pupil. Through the creative curriculum we aim to excite and inspire our pupils to learn and engage in lessons and make progress towards their personalised targets. We aim to help our children and young people to understand the world around them, become functional in their immediate and wider environment and foster curious and inquisitive learners who are able to problem solve concepts using their knowledge and understanding. At Pear Tree the skills pupils acquire and develop in D&amp;T are integrated in all areas of the curriculum to ensure pupils develop the necessary skills to prepare them for the next stage in their learning journey and are able to apply skills and knowledge in different contexts.</p>  |  |  |   |
| <b>Implementation</b> | <p>Our curriculum is designed to ensure that every learner will gain the skills and knowledge in D&amp;T enable them to successfully prepare for and transition into each phase of their education and ultimately into adulthood. A creative curriculum theme is used to add interest and excitement and develop cultural capital and expand experiences. The D&amp;T curriculum develops from KS1-3 by building on key skills as pupils progress through school. In KS 1 and 2 D&amp;T is delivered in a one week block per term. This means that pupils in KS 1 and 2 will receive 10 hours of D&amp;T lessons each term. In KS 3 D&amp;T is taught for one hour weekly per term. This means that pupils in KS3 will receive between 6 and 8 hours of science lessons each term. Although D&amp;T is not taught as a discrete subject in KS4, pupils will have an opportunity to develop and refine key skills in Independent Living Skills and Vocational Education lessons.</p> |  |  |   |
|                       | Planning and Teaching   | Assessment   | Cultural Capital   | Personal Development  |
|                       | <p>Teachers plan and deliver exciting, engaging and well differentiated lessons for all pupils. Lessons are planned in sequence to build on prior knowledge and skills. Teachers will scaffold lessons to support the acquisition of communication, planning, designing and making skills with a range of tools and resources. Highly skilled TAs support pupil learning and are deployed to model and support pupils to develop independence in application of knowledge and skills. All planning takes into account our pre-formal, semi-formal and formal learners and personalised targets are set for each lesson.</p>   | <p>Robust target setting, assessment and analysis is embedded throughout the curriculum and across the key stages to ensure the D&amp;T curriculum is effective in meeting learning need and ensuring pupils are making at least expected progress.<br/> A range of assessment tools are used to monitor progress including PIVATS, Routes for Learning and the Engagement Model. Progress towards the outcomes of the EHCP are carefully monitored using Evidence for Learning.</p> | <p>Through D&amp;T, pupils are given the opportunity to design, make and evaluate as well as explore and experience the wider world. They may go on visits, look at pictures, DVDs or explore different products through their senses.<br/> Cultural Capital in D&amp;T is built by giving pupils the opportunity to explore objects, resources and foods from a variety of countries.</p> | <p>Teamwork<br/> Independence<br/> Growth mind-set<br/> Resilience<br/> Problem solving<br/> Communication<br/> Behaviour for learning<br/> Love of learning<br/> Develop an interest of the immediate and surrounding environment.<br/> Planning<br/> Designing<br/> Making<br/> Evaluation<br/> Safe use of tools</p> |

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| <b>Impact</b> | <p>At Pear Tree our students will have gained the skills and knowledge needed to prepare them for the next phase of their education and ensure they are prepared for their adult life. They are able to apply the skills and knowledge they have learnt in real life contexts that are relevant and important to them in their learning journey. This is evidenced through observation, assessments and recorded through Evidence for Learning.</p> |  |   |   |
|               | <p><b>Evidence in skills</b></p> <p>Pupils have acquired key skills in D&amp;T in order for them to progress along their learning pathway. They have developed age appropriate skills which can be built upon through each phase of their education and can apply them in wider contexts.</p>   | <p><b>Evidence in knowledge</b></p> <p>Children have gained knowledge and are able to use it appropriately and within context. Learners can use their knowledge in a variety of situations and draw on it to solve problems and overcome challenges.</p> | <p><b>Breadth and Depth</b></p> <p>Teachers plan opportunities for pupils to deepen their understanding of exploration and communication in a wide variety of activities planned to promote and develop planning, designing, making and evaluating skills in the cross curricular curriculum. Pupils have the confidence and are inspired to further their knowledge by displaying positive learning attitudes.</p> | <p><b>Pupil Voice and attitude</b></p> <p>Through discussion, annual reviews, evidence for learning and observation children are enthusiastic about their learning experiences and show a genuine curiosity and interest in D&amp;T activities through:</p> <p>Exploration of their immediate environment and surroundings and being active communicators of wants, needs, likes and dislikes.</p> <p>Engaging with a range of D&amp;T activities by actively joining in with designing, planning and making tasks.</p> |