

Subject on a page: DT at Langley Park Primary School



At Langley Park Primary School

Our DT curriculum:

- Aims to engage and excite
- Supports the development of key knowledge and skills
- Is ambitious in coverage and scope
- Builds technical skills, knowledge and confidence

Curriculum planning

Our Art curriculum:

- Is coherently planned
- Ensures full NC coverage
- Develops links through revisiting learning
- Covers four key strands
- Weaves through a strong Food and Nutrition element

Key documents

- DT Vision
- DT LTP
- DT MTP
- Subject on a page
- British Values

Links to our school values and motto

Motto: 'Taking CARE in all we do.'

Our CARE values underpin everything we do in school:

 Compassion	We are kind and look out for each other.
 Ambition	We aim high and strive to be the best we can be.
 Respect	We show respect to adults, each other and our school.
 Excellence	We aim for excellence in all we do.

In History at Langley Park:

- We show **compassion** when working in groups and learning together
- We show **ambition** through our coherently planned, progressive curriculum
- We show **respect** by handling tools and equipment carefully
- We show **excellence** in the standard of our work

Floor Books

We have a DT 'Subject Floor Book', which showcases the children's learning from each unit for each year group.

In the classroom

Units are taught half-termly i.e. three units per year group. During these half-terms, DT lessons are taught weekly.

DT skills and techniques are taught alongside substantive knowledge. DT lessons follow a clear structure, where pupils revisit prior learning ('Sticky Knowledge Starters'), learn new knowledge and skills, demonstrate their understanding and skills learnt and then recall their learning outcomes.

SEND

Adapting our DT lessons for our SEND pupils helps to ensure every child can access the learning, enjoy DT, and make progress. We do this through:

- Simple, clear instructional language
- Visual supports
- Adaptation of equipment, tasks and resources
- Multi-sensory learning
- Use of teacher and TA
- Peer support and partner talk

Early Years

Design Technology in our EYFS is woven through the areas of *Expressive Arts and Design*, *Physical Development*, and *Understanding the World*. It focuses on developing curiosity, creativity, and practical skills through play and exploration.

Assessment

Assessment within our DT curriculum focuses on observing and evaluating pupils' progress in skills and understanding rather than just the final product.

Assessment is often ongoing and formative, using;

- Teacher observation during tasks and group work
- Questioning to explore understanding
- Pupil self-assessment and peer assessment using simple checklists or discussions
- Photographs of work and processes for evidence
- Finished products, assessed against the original design criteria