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| **SEND** |
| Lessons are inclusive of SEND children. Suitable adaptations are made such as pre-teaching of vocabulary or modification of resources or task so that children can be successful. SEND teaching assistants work alongside teachers to ensure that learning meets the needs of the children. |

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| **EYFS** |
| Children have opportunities to access D&T through continuous provision as well as projects taught during the year. They have access to building materials such as blocks and bricks with picture prompts to support talking for ideas. There are age-appropriate tools and the children can explore different ways of cutting and joining.  Cooking is taught at an age-appropriate level and the children learn how to keep themselves and others safe. |

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| **What CPD has been delivered / accessed?** |
| CPD has been delivered through staff meetings. Further CPD can be accessed through the Design and Technology Association webpage with links to the Projects on a Page scheme as needed by the teacher. |

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| **Assessment** |
| D&T is assessed by the class teacher through Assessment for Learning strategies, and marking work completed.  Curriculum swap sessions give the subject leader an overview of the knowledge and skills that the children have retained, assessed against the knowledge and skills documents. |

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| **Culture / Extra curricular / Enrichment opportunities within D&T** |
| Children in Year 2 have a visit by an outside artist who makes moving toys with them.  Children in Year 6 take part in activities at the local secondary school as part of transition. This gives them the opportunity to work in a D&T workshop with more targeted tools. |

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| **Pedagogy** |
| Lesson sequences follow the Design, Make and Evaluate process. Children should have the opportunity to ask their chosen audience about what they need from the product and conduct some basic market research. Where possible children should have the opportunity to look at the work of famous designers linked to the project they are undertaking. D &T lessons are arranged according to curriculum time constraints and adult supervision needed. E.g. the making of the product might take a whole day so that the classroom can be set up and organised appropriately to make maximum use of time and resources. Children should have the opportunity to evaluate their own and others end- product to reflect on their success and how the design could be modified, in light of problems encountered. |

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| **Curriculum Content** |
| D&T lessons are taught using the Design and Technology association’s Projects on a Page. This was introduced last year to support teachers’ knowledge and teaching in the subject and to give secure progression of skills across the school. This also gives teachers the freedom to link to other curriculum work if they wish.  Product choices are made whilst considering who the product is for and what its purpose is for. |