

DT Progression Model

Engagement

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Design technology is taught through a range of project based learning activities within the curriculum. Pupils will start to use simple tools for their intended purposes and begin constructing models with a purpose in mind.

Phase 5
Phase 4
Phase 3

Pupil progress and attainment is tracked through their PLIM.

Learners access design technology through play-based opportunities building on EY framework.

Phase 2
Phase 1

Learners begin to explore properties of objects and the use of tools as well as starting to model with materials they are familiar with.

Pupil progress and attainment is tracked through Cherry Garden and their PLIM.

Core

Core

Pupil needs will correspond to their stage of learning in many aspects of design technology.

Phase 5
Phase 4

Design technology is taught through a range of project based learning activities within the curriculum. Pupils start to express opinions and preferences during the design stage of a project. Pupils will continue to develop their ability and confidence using tools for intended purposes. Pupils can describe changes they could make to their work.

Pupil progress and attainment is tracked through iASEND, and their PLIM.

Design technology is taught through a range of project based learning activities within the curriculum. Pupils will start to use simple tools for their intended purposes and begin constructing models with a purpose in mind.

Phase 3

Pupil progress and attainment is tracked through their PLIM.

Learners access design technology through play-based opportunities building on EY framework.

Phase 2
Phase 1

Learners begin to explore properties of objects and the uses of tools as well as starting to model with materials they are familiar with.

Pupil progress and attainment is tracked through Cherry Garden and their PLIM.

Extended

Extended

Pupils needs will correspond to their stage of learning in many aspects of design technology.

Phase 5

Design technology is mostly taught as a discrete subject, with opportunities to gain qualifications in this area such as BTEC Engineering. Pupils follow a design, make, evaluate process. Pupils build their technical knowledge and learn how to improve designs. Pupils are encouraged to use creativity and imagination to design and make products and to explore new technologies.

Pupil progress and attainment is tracked through a qualification tracker, iASEND and their PLIM.

Pupil needs will correspond to their stage of learning in many aspects of design technology.

Phase 4

Design technology is taught as a discrete subject for some students and is included in life skills and enrichment week activities for others. Pupils have the opportunity to work towards a qualification such as Entry Level 1-3 Design Technology. Pupils follow a design, make, evaluate process. Pupils build their technical knowledge and learn how to improve designs. Pupils also begin to explore a range of mechanical and electrical systems.

Pupil progress and attainment is tracked through a qualification tracker, iASEND and their PLIM.

Design technology is taught through a range of project based learning activities within the curriculum. Pupils will start to use simple tools for their intended purposes and begin constructing models with a purpose in mind.

Phase 3

Phase 2
Phase 1

Learners begin explore properties of objects and the uses of tools as well as starting to model with materials they are familiar with.

Pupil progress and attainment is tracked through Cherry Garden and their PLIM.

Cleaswell Hill Early Years

Expressive arts and design is a subject within the [statutory EYFS framework](#). Pupils in Early Years start exploring the foundations design technology through links within this area of learning. This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings within design technology. The learning and development opportunities for these areas, as well as Communication and language, are interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction to begin to build pupils' knowledge and understanding, skills,

DT Progression Model

CPD for Subject Lead: 3D printing course, VEX Robotics course, Sphero Robotics course.

Content (Intent): Our design technology curriculum prepares all pupils to grow into positive, responsible and independent people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential. DT enables pupils to experience and see things in new ways, thus challenging their construction of the world. We value and mark the cultural capital that every child brings to school and support them to develop a positive sense of their own identity and culture. The DT curriculum across the school aims to inspire students and to develop a love for creative learning. It ensures that all pupils enjoy DT through a rich variety of activities and opportunities in school and the wider community. Teaching staff have high standards of teaching, learning and attainment across the DT Curriculum. Staff give all pupils equal opportunities to take part in all aspects of the schools design technology provision.

Activities, Expectation and Challenge (Implementation): Teachers have agreed on a coherent sequence of learning from EYFS to Key Stage 5 using the DT National Curriculum framework. Teachers reflect on what content is necessary for pupils dependent on their: cognitive, behavioral, physical, communication and sensory needs. The order of teaching is based upon ensuring acquisition of skills and enabling character traits as well as empowering and inspiring pupils through progress linked to their EHCP/PLIM. Teachers plan systematic repetition of the most crucial content to make sure it is used functionally across different contexts (depth of learning). Lesson activities are challenging to pupils and in regards to their EHCP/PLIM targets. Pace and depth of learning is personalised, supporting pupil motivation and engagement.

Assessment and Progression (Impact): Pupils make good progress and achieve highly by accessing appropriate content (stage not age) taught well. The DT curriculum follows a progression model that identifies the most useful knowledge, concepts and skills for cumulative sufficiency. Assessment ensures content is retained, identifying those pupils that need further support and triangulated with PLIM targets and intervention as needed. Teachers are aware of previous learning, current learning and future learning due to a shared framework for learning within a child's personalized curriculum pathway. There is a solid understanding of the sequence of learning and an individual pupils pathway, allowing challenging, relevant targets to be set. Phase 4 and 5 pupils have the opportunity to achieve qualifications at various levels from Entry Level—BTEC Level 2 Award in Engineering.

English, Literacy and Communication Interventions: A range of resources sourced to support pupils and staff. Pupils use appropriate texts and visual support. Pupils develop understanding through real life and practical situations and with support from outside agencies and partners where appropriate. Pupils have a plethora of opportunities for interactions and asking questions. Human Library concept supports diversity and equality.

Cultural Capital: Cultural Capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society. Our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. This includes the relevant communication skills needed throughout their education and the opportunity to link DT to real-world problem solving. With our firm belief that DT knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. Students frequently show strengths in the area of DT, linking also to STEM. Teachers capitalize and maximize these skills and abilities to support student post school aspirations.

Integrated Therapies: There is a strong collaboration between therapy leads and teachers in planning enabling environments for all pupils. This includes the integrated planning of activities that develop communication, gross and fine motor skills as well as practical skills. Occupational therapist (OT) works closely with teachers to develop fine motor skills through multi-sensory and carefully graded approaches. There is also a strong focus towards developing access to information and communication technology (ICT) and the use of a range of software to ensure that pupils can record their learning and at a level commensurate to their ability.

Pupil Premium: Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes.

DT Action Plan

Area	Deep Dive (Outcomes)	Action	Time (Aim)	Who	Impact
Engagement	Pupils develop their skills using tools and start to model concepts. Pupils start to recognise differences in materials. DT is taught as part of project or theme based learning rather than a discrete subject.	<ul style="list-style-type: none"> Pupils would benefit from a range of sensory input resources. Plan and discuss with Pathway Lead Planning meetings with creative subject leads. Planning shared with teachers in phases 	<p>Research appropriate resources.</p> <p>Sept 2022</p>	<p>ES / SO / AJ</p> <p>Phase Leads</p> <p>Engagement Lead Teachers/HLTA's</p>	Strong, successful, sequential learning and planning between phase 1, 2 and 3. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment.
Core	Pupils are becoming more creative, describing things they like and dislike about models. Pupils are also starting to use tools for their intended purposes. DT is taught as part of project or theme based learning rather than a discrete subject.	<ul style="list-style-type: none"> Some pupils would benefit from a timetabled DT lesson in the workshop. Pupils would benefit from a range of sensory input resources. Plan and discuss with Pathway Lead Planning meetings with creative subject leads. Planning shared with teachers in phase. 	<p>Look to integrate DT into the timetable.</p> <p>Research appropriate resources.</p> <p>Sept 2022</p>	<p>PFH/AJ</p> <p>Phase Leads</p> <p>Core Lead Teachers/HLTA's</p>	Strong, successful, sequential learning and planning between phases 1, 2, 3 and 4. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Extended	<p>A range of qualifications are offered from Entry Level to Level 2 including BTEC Engineering and AQA Entry Level Certificate.</p> <p>DT and STEM have been amalgamated to optimize on the quality of provision and cohort of students. Resources have been acquired to facilitate teaching such as robots and a 3D printer.</p>	<ul style="list-style-type: none"> Improve the workshop facilities so larger groups can access appropriate activities. Creation of a enterprise company to raise funds for new resources. Differentiated learning within stem across the Pathway 	<p>Research appropriate resources.</p> <p>DT integrated into the timetable.</p> <p>Prototype of enterprise company.</p> <p>Sept 2022</p>	<p>AJ, JB, CC, DE</p>	<p>All students can access an engaging and appropriate level of STEM subjects.</p> <p>DT qualifications lead to enhanced post school options</p>
EYFS	Pupils experiment with a range of materials and tools with a particular focus on motor skills. Clear links to weekly class targets as well as PLIM. DT is taught as part of play based activities	<ul style="list-style-type: none"> Pupils would benefit from a range of sensory input resources. Plan and discuss with Phase 1 & 2 Leads Planning meetings with creative subject leads. Planning shared with teachers in EYFS class 	<p>Research appropriate resources.</p> <p>Sept 2022</p>	<p>SO / HA/ AJ</p>	Strong, successful, sequential learning and planning between phase 1 and 2. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment.
Whole School	Evidence of all phases successfully giving pupils technology and creative opportunities on a daily basis. DT is taught as a discrete subject in phase 4 and 5, however is integrated into the curriculum in phase 1, 2 and 3. There is fluidity in the curriculum between phases and class groups. Sequential learning is evident.	<ul style="list-style-type: none"> Co-planning within creative subjects. Research age and ability appropriate sensory resources. Create links between accreditations to ensure progression between phases. Broad annual overview ensures sequential learning throughout school 	<p>2022-2023</p>	<p>AJ</p> <p>Phase Leaders</p>	Stronger, more sequential learning across school. Further development of creative skills. Creative opportunities outside of lessons which will support well being. Deeper understanding of skills and opportunities.