



Archbishop Cranmer CE Primary Academy's Design and Technology



<p>Pedagogical Approach and Strategies</p>	<ul style="list-style-type: none"> • Follow our Progression of Skills document, which is cumulative, well planned, and sequential – it builds on prior learning taking in to consideration future learning to ensure the children are knowing and remembering more. Concepts are built upon. Intent is determined for ALL children to succeed regardless of background. • Aim to use a 'Five-a-Day' Approach: <p>Explicit instruction: Teacher led • Clear explanations, modelling, checks for understanding • Guided practice • Independent practice • Cognitive and Metacognitive Strategies: Managing cognitive load • Focus on long term memory • Pupils to be able to plan, monitor and evaluate their learning</p> <p>Scaffolding: • Supportive tools and resources • Frame, partial examples • Decreasing</p> <p>Flexible Grouping: • Groups are temporary • Skill focus • Re-join main class</p> <p>Using Technology: • Modelling • Learning, practice, recording of learning • Visualiser</p> <ul style="list-style-type: none"> • Weekly lessons • Units linked to cross curricular and prior learning e.g. year 3 food topic where they identify where in the world their ingredients comes from which links to year 4 topic of 'Where on Earth does it come from?' • Build on prior learning – units also inform future learning • Scaffold up rather than down (Up2s and Go4s evidence this) • Good range of different materials and resources available • Online bank of resources to aid planning and subject knowledge • Well-stocked resource cupboards to ensure high quality, take care work can be produced. • Pupil Voice
<p>Environment</p>	<ul style="list-style-type: none"> • Language-rich vocabulary linking to skills and techniques. • Design and Technology pieces and projects displayed around school.
<p>Assessment</p>	<ul style="list-style-type: none"> • Self-assessment and teacher assessment against sticky knowledge – learning objectives • Stickers containing the Up2 (learning objective) and Go4 (steps to success) are used within individual lessons to provide ongoing formative assessment of pupil outcomes.



	<ul style="list-style-type: none"> • Verbal feedback and opportunities for rich discussion in every lesson will also provide teachers with informative assessment for learning opportunities to adapt and monitor learning outcomes. • Learning walks, moderations, observations – staff involvement with reviewing art in school • Yearly governor visit to monitor reading teaching and talk with the children • DP and SEND data analysed to ensure keep up is carried out and ALL children are performing in line with peers. • A spreadsheet including the learning outcomes for the children with secure understanding and those working at greater depth enables teachers to keep records of formative assessments for each child.
Timetabling	<ul style="list-style-type: none"> • Weekly lesson • Small focus group (flexible) • External providers come in to school to do ad-hoc sessions with the children relating to a specific topic.
Interventions and provision for vulnerable groups inc. EAL	<ul style="list-style-type: none"> • SayHi Translate App used for children and parents to enable them access to the full curriculum • Partner work and peer support offered • Small group teaching • Use of visuals/models when demonstrating for clear instruction
Staff CPD and induction	<ul style="list-style-type: none"> • Opportunities for shared planning and teaching across school. • Each lesson provided by SoW includes guidance to support teacher assessment against the learning objectives. • Sessions led by external providers • Termly staff meetings to disseminate training and practice • CPD courses throughout the year accessible to all • Shared PPA used to feedback and set new learning • Subject facilitator meetings with the other schools in the MAT to develop art • ECT and new teachers observe demo lessons
DT Community	<ul style="list-style-type: none"> • STEM club held with DT and science lead