

## Ambition for all: DT

### Introduction

Our Mission at St Bernadette's Catholic Primary School is:-

**'...to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.'**

Our Mission is rooted in scripture

***'I have come so that they may have life and have it to the full'***

***John 10:10***

Therefore, providing an ambitious curriculum, designed and implemented in a way that allows all pupils to achieve is integral in enabling us to strive towards achieving this mission for all the children in our care.

### Intent

At St Bernadette's we are ambitious for every pupil. We have the same learning intentions and hold the same high expectations for all children, regardless of the way or speed in which they learn. Current research has determined that adaptive teaching which meets the needs of learners (how they learn best) has a significant impact on outcomes. The strategies employed at St Bernadette's are detailed below and set out how we strive to achieve the best possible outcomes for all of our pupils.

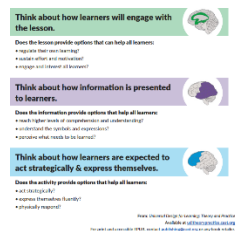
However, for a very small number of pupils in our school with the highest level of SEND, it may be necessary to provide a significantly different curriculum to that provided to their peers. Where this is the case, it will be carefully considered by the senior leadership team, the SENDco, subject leaders and always in liaison with parents and families.

### Planning



Great teaching and learning requires careful and considered planning. In addition to a sequenced and progressive curriculum, teachers at St Bernadette's apply the Universal Design for Learning guidelines when planning lessons. More information can be found at <https://www.cast.org/impact/universal-design-for-learning-udl>

### Key Questions to Consider When Planning Lessons



### Quality First Teaching

<https://educationendowmentfoundation.org.uk/news/eeef-blog-five-a-day-to-improve-send-outcomes>

Teachers at St Bernadette's employ a range of strategies across the curriculum to improve outcomes for all learners. These include but are not limited to:

- Creating a calm, positive, emotionally supportive learning environment
- dual coding – providing key vocabulary with words and pictures
- reduction in processes to reduce cognitive load and enabling a focus on the key learning
- explicit instruction -clear and succinct language, chunking of content, introducing new material in small, sequenced steps and modelling of tasks

- assessment of prior learning and adapting the teaching sequence if required
- dual coding for key vocabulary and processes
- pre-teaching of key vocabulary and concepts
- adapted knowledge organisers
- adapted resources, working on a scale to suit the learner using appropriate tools to meet the learning intention but these may differ from learner to learner
- modelling and scaffolding of tasks
- scaffolding of task e.g. modelling use of tools, demonstrating skills,
- employing a range of ways for pupils to present their designs and learning, including technology
- opportunities for presenting work include the use of the sketchbook, larger pieces, iPads, photographic evidence, work on a range of sizes of paper or card, three dimensional work on a range of scales, work on or involving fabric
- discussions with pupils, alongside their work (teacher knowledge)
- flexible working groups to work to the strengths of the individuals and promote peer to peer support
- autonomy - pupil choice in presentation of their learning

- opportunities to apply and consolidate learning independently through immediate engagement tasks
- regular opportunities to revisit previously taught knowledge using their sketch books, knowledge organisers and sticky learning strategies.
  
- In DT '**in the moment**' adaptations may include:
  - an adjustment to the level of challenge
  - adapting the resources being used e.g. size of paper, scale of work, measures – simplified scales etc.
  - modifying and/or repeating language and instructions
  - re-explaining of knowledge or skills being taught in a different way
  - reminders of essential content or steps
  - provide a prompt or visual example
  - provide additional scaffold either verbal, visual or written
  - setting of an immediate goal
  - having all necessary resources available to hand without having to move to get them
  - improving accessibility – move position in class to the speaker, the whiteboard, the resources being used or visual examples