Wardley CE Primary School
Design Technology Policy

Name of Reviewer	Andrew Tinkler
Date of Approval of Governing Body	September 2024
Signature of Chair	*Alan Johns*
Signature of Head	*Mark Foster*
Date Due for Review	September 2027

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillippians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:
-Having strong ethics to underpin our decision making and actions.
-Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
-Promoting a sense of justice.
-Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:
-Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
-In celebrating diversity, we value the strengths of all and embrace differences.
-Engaging stakeholders within and beyond the school.

Through the Christian value of trust:
-Having a strong sense of teamwork amongst all members of the school community.
-No matter how small, we value every contribution and support each other to reach our goals.
-In respecting each other, we strive to not let each other down.
-In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage
-Recognising, supporting and developing everyone's potential.
-Nurturing skills and promoting opportunities.
-Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:
-Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
-All improvements are underpinned with high aspirations.
-When problems arise, we must hold on to our vision and find solutions.

-We inspire and innovate and we support others to do the same.

Spiritual Moral Social & Cultural Statement

At Wardley CE Primary School we are all designers and technologists. We want our pupils to appreciate Design and Technology and have no limits to what their ambitions are and grow up wanting to be architects, graphic designers, chefs, engineers or carpenters.

We want them to embody our Christian values of *Respect, Trust, Friendship, Courage* and *Perseverance,* both spiritually and academically and embrace the school mission statement of: *'We can do all things through Christ who strengthens us.'*

The Design and Technology curriculum at Wardley has been designed with the ultimate goal to engage, inspire and challenge all pupils, equipping them with the knowledge and skills to design, invent, assemble and evaluate their own products for people to use. It aims to provide the pupils with opportunities to think critically and develop a more rigorous understanding of Design and Technology.

In Design and Technology, we will endeavour to create an atmosphere of mutual respect in our relationships with every other member of the school. With a consistently positive attitude we will act with fairness to everybody. We will endeavour to be consistent in our speech and manner to all members of the school, fostering caring, loving attitudes towards everyone, and setting a good example through our relationships with each other.

We will endeavour to create a safe and secure environment, emotionally and physically, making Design and Technology a wonderful, joyful, awe-inspiring subject to be involved in. We will encourage the children to feel an important part of every step and value every contribution by encouraging each person's involvement in Design and Technology lessons.

It is set within our school's framework for developing spiritual, moral, social and cultural (SMSC) understanding.

Spiritual education in the Design and Technology curriculum at Wardley CE Primary School is seen when the work of children becomes a spiritual encounter as it develops from the initial learning of skills. They are reminded 'We can do all things' as they set off on their new project. They are introduced to the work of great designers, from chocolatiers to engineers and experience wonder and awe at the achievements of these inspirational products. They also experience great admiration and respect for themselves and their peers' work when they see the level of achievement and progress that has been reached. Pupils understand that this standard of work does not happen immediately but requires *perseverance* and *courage*; two of our values at Wardley.

Moral education in the Design and Technology curriculum at Wardley CE Primary School is seen when the children incorporate mutual respect and the consideration for others' work. Using the values of *trust* and *friendship*, Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy another's self-belief. The display in the hall shows a variety of different design work from all age groups and abilities, including EYFS. This display is viewed every single day and promotes children to be positive about their work and increases self-esteem.

Social education in the Design and Technology curriculum at Wardley CE Primary School is seen when children collaborate on their designing, assembling, mastery of new skills and evaluation. This requires cooperation and communication, linking to the school's values of *trust*, *friendship* and *respect*. The children often share their products with other people, like bags and boxes containing gifts for a family member, artisan breads to share with an evening meal and puppets to play with at home. There are also social aspects in art from visiting various places such as the Year 3 visit to Bolton Museum.

Cultural education in the Design and Technology curriculum at Wardley CE primary School is seen through the links that the curriculum has through contextual themes to a wide range of cultures and civilizations from around the world. This leads to children gaining a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture. A great example of this can be found in Year 5 where the children are immersed in the Mayan civilisation, not only through Design and Technology, but in History and Art too.

Intent

What is Design and Technology?

Design & Technology is an inspiring, rigorous and practical subject at Wardley. The curriculum allows opportunities for pupils to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

The Design and Technology curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our pupils to become independent and resilient. We want to equip pupils with ambition beyond the minimum statutory requirements of the Design and Technology National Curriculum and prepare them for the opportunities, responsibilities and experiences of later life.

Our Art & Design Curriculum is based upon the CUSP Curriculum Framework for the subject. This has been deliberately built around the principles of evidence-led

practice. This is to ensure that pupils are equipped to successfully think, work and communicate like a designer. Unapologetically ambitious, our curriculum focuses on excellence in this subject through a range of disciplines and by referencing outstanding practitioners in this field. The intention is that the exceptional teacher instruction inspires pupils to acquire knowledge as designers and technologists and enables them to skillfully apply their understanding.

The curriculum is meticulously planned with the intention to address social disadvantage and ensure that all pupils, including those with SEND, have an opportunity to engage with a challenging curriculum and achieve success. Any gaps in pupils' knowledge are quickly identified and addressed to ensure that pupils are supported to meet the ambitious intended end points of the curriculum in design and technology.

"Design creates culture. Culture shapes values. Values determine the future."
Robert L. Peters (Designer and Author)

"Design is not just what it looks like and feels like. Design is how it works."
Steve Jobs (Co-founder and CEO of Apple)

"Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes and having fun."
Mary Lou Cook (Actress)

The children are reminded of what Design and Technology is and what it means to study Design and Technology.

In EYFS and Key Stage 1 the statement reads:
'Design and Technology is the designing and making of things for people to use.'

In Key Stage 2 the statement reads:
'Design and Technology is a study that focuses on planning, designing and creating products for people to use.'

Through Design and Technology, the children will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education make an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and Technology inspires a curiosity and fascination about important things in our world from an early age. The subject is therefore well placed to play an important part in developing the school's vision to enable the children to make the most of their talents and see that 'we can do all things' within a deep and rich curriculum.

Our subject intent for Design and Technology is that the children will aim to:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.

- critique, evaluate and test their ideas and products and the work of others.

- understand and apply the principles of nutrition and learn how to cook.

We expect:

- The willingness to take creative risks to produce innovative ideas and prototypes.

- An excellent attitude to learning independently and with others.

- The ability to carry out thorough research and ask questions to develop a detailed knowledge of users' needs.

- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.

- A thorough knowledge of which tools, equipment and materials to use to make their products.

- The ability to apply mathematical and scientific knowledge.

- The ability to manage risks exceptionally well to manufacture products safely and hygienically.

- A passion for the subject and knowledge of up-to-date technological innovations in materials, products and systems.

Our Wardley values and our core values are placed at the heart of everything we do. These continually feed into the Design and Technology curriculum. We enrich pupils' time in our school with memorable, unforgettable experiences and provide opportunities to engender an appreciation of human creativity and achievement.

Implementation

At Wardley CE Primary School the teaching and learning of Design Technology is based upon the CUSP Design Technology curriculum.

The CUSP Design and Technology curriculum is organised into blocks with each block covering a particular set of disciplines, including food and nutrition,

mechanisms, structures, systems, electrical systems, understanding materials and textiles. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity. In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of development in the Working as a Designer section. Each module will focus on promoting different aspects of these competencies. This will support teachers in understanding pupils' progress as designers more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Principles of Implementation

In Design Technology at Wardley CE Primary School the pupils develop both their substantive and disciplinary knowledge of the subject. The aim is to gain conceptual fluency and to be able to think like a designer.

1. Substantive knowledge - this is the subject knowledge and explicit vocabulary used about Design Technology. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content. Misconceptions are challenged carefully and in the context of substantive and disciplinary knowledge. In CUSP Design Technology, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.

2. Disciplinary knowledge – this is the use of that Design Technology knowledge and how children apply and develop this as artists.

Working as a Designer			
Design	**Make**	**Evaluate**	**Apply**
The art or process of deciding how something will look or work.	Create something by combining materials or putting parts together.	Form an opinion of the value or quality of something after careful thought.	Use something or make something work in a particular situation.

At Wardley CE Primary School, the predominant mode of teaching for Art and Design is whole class teaching with appropriate adaptive support being given in line with the school's teaching & learning policy.

Thinking Like A Designer

Pupils make more sense and deeper understanding of the substantive concepts and knowledge by using what they know through disciplinary knowledge.

The CUSP Thinking Hard Design Technology Tasks give teachers the opportunity to consolidate or elaborate pupil thinking through disciplinary knowledge tasks. The aim is to attain conceptual fluency.

Design and Technology in the EYFS

Specific Design and Technology techniques will be used to help develop these strands within the context of an art curriculum that extends throughout the school. The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help to understand how the skills taught across EYFS feed into national curriculum subjects.

This section demonstrates which statements from the 2020 Development Matters are prerequisite skills for Design and Technology within the national curriculum. Here are the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four- Year-Olds and Reception to match the programme of study for Design and Technology.

The most relevant statements for Design and Technology are taken from the following areas of learning:

- Physical Development
- Understanding the World
- Expressive Arts and Design

The Development Matters 2020 statements are, therefore, a more detailed means to achieve these goals and an indication of where they are heading towards.

Physical Development in the EYFS

- Use large-muscle movements to wave flags and streamers, paint and make marks.

- Choose the right resources to carry out their own plan.

- Use one-handed tools and equipment, for example, making snips in paper with scissors.

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Understanding the World in the EYFS

- Explore how things work.

Expressive Arts and Design in the EYFS

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

- Explore different materials freely, to develop their ideas about how to use them and what to make.

- Develop their own ideas and then decide which materials to use to express them.

- Create closed shapes with continuous lines and begin to use these shapes to represent objects.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

- Create collaboratively, sharing ideas, resources and skills.

The Early Learning Goals are a suggestion of where a child is at the end of Reception. By the end of EYFS we expect the children to be able to:

Physical Development (Fine Motor Skills)

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

- Use a range of small tools, including scissors, paintbrushes and cutlery.

- Begin to show accuracy and care when drawing.

Expressive Art and Design (Creating with Materials)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used. The key link for art within the EYFS is in expressive arts and design.

Within this strand of the EYFS curriculum, the development of children's artistic and cultural awareness supports their imagination and creativity. We feel that it is important that our children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through designs and technologies. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Wardley CE Primary School we use the CUSP Early Foundations offer to help structure the foundational knowledge, opportunities and experiences in our EYFS design technology curriculum. The CUSP Early Foundations offer is presented in three parts;

Foundational knowledge: sets out what the pupils should know and be able to do throughout the EYFS and how this will support their development and prepare them for success in key stage 1 and beyond.

Opportunities and experiences: how this foundational knowledge can be learnt through guided activities that will allow pupils to explore, experiment with and think hard about new and important concepts.

Structured storytime: core texts will introduce key language, ideas and themes that pupils will need to access the foundational knowledge, built into a framework that is based on research about effective literacy instruction.

The key design and technology strands that are developed within the EYFS can be seen as:

- Range of materials
- Tools and fixings
- Painting
- Drawing/line
- Sculpting
- Colour, pattern, texture & shape
- Artists & wider concepts
- Discussion and evaluation

The structured storytime texts and linked design technology strands that the pupils will encounter in the EYFS are shown below:

Nursery

Autumn	Spring	Summer
	Three Little Pigs *-Tools & fixings.* *-Range of materials*	

Reception

Autumn	Spring	Summer
		William Bee's Things That Go *-Tools & fixings.* *-Range of materials* *-Discussion & evaluation.* **The Way Back Home** *-Tools & fixings.* *-Range of materials* *-Discussion & evaluation.*

Specific ideas for the provision to shape the opportunities and experiences that the pupils will encounter is set out in the CUSP Early Foundations document design and technology.

Design and Technology in KS1 & KS2

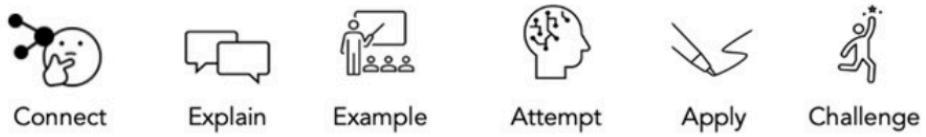
KS1 & 2 Overview

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Food and Nutrition	Structures	Mechanisms
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

How pupils learn

- Class timetables have been built to ensure a broad and balanced curriculum.
- Subjects have been blocked in a spaced retrieval model to support catch up and maximize learning time
- Art has been timetabled in an extended session to enable children to have time to develop depth.

An essential component to CUSP lessons is the systematic and coherent approach that we embed focusing on the six phases of a lesson.



Overview of Knowledge
The overview provides a list of the expected outcomes for the block provides details of the artistic knowledge and skills pupils will be expected to have acquired by the end of the block. It includes detailed explanations of the core knowledge covered in each block

Knowledge Organsiers
Dual coded knowledge organisers contain core information for children to easily access and use as a point of reference and as a means of retrieval practise.

Mapping of Knowledge
The sequence of learning makes clear essential and desirable knowledge, key questions and task suggestions for each lesson and suggested cumulative quizzing questions.

Knowledge Notes
Knowledge notes are an elaboration in the core knowledge found in knowledge organisers. Knowledge notes focus pupils' working memory to the key question that will be asked at the end of the lesson. It reduces cognitive load and avoids the split-attention effect.

Retrieval Practise
Retrieval practise is planned into the curriculum through spaced learning and interleaving and as part of considered task design by the class teacher. Teaching and learning resources and provided for class teachers so they can focus their time on subject knowledge and task design.

Vocabulary

The units are supported by vocabulary modules which provide both resources for teaching and learning vital vocabulary and provide teachers with Tier 2 and 3 vocabulary with the etymology and morphology needed for explicit instruction details relevant idioms and colloquialisms to make this learning explicit.

We aim to provide a high challenge with low threat culture and put no ceiling on any child's learning, instead providing the right scaffolding for each child for them to achieve.

Links to the Wider Curriculum

At Wardley CE Primary School Design and Technology is taught through a blocked curriculum approach and we teach each project discreetly. We try to link Design and Technology to other subjects, such as Art and Design, Mathematics, Science and History to help build on prior knowledge whilst ensuring no tenuous link is made. The CUSP Design technology subject Leader Handbook maps out these links to the wider curriculum.

CUSP Design Technology Subject Leaders Handbook

This document sets out in detail the CUSP Design Technology curriculum and the evidence-led practice and theory on which it is founded.

Impact

The impact of our Design Technology curriculum will be seen in the strong progress our pupils make as they move through school. The pupils will show this through knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think artistically. It is about them connecting existing and new knowledge, developing competence and making links.

The children will therefore be expected to leave Wardley CE Primary School reaching at least age related expectations for Design Technology. Our Design Technology curriculum will also lead pupils to be enthusiastic learners, evidenced in a range of ways, including pupil voice and their work.

Assessment & Feedback

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's substantive and disciplinary knowledge, which enables teachers to track

each child's progress. These are based on the subject's National Curriculum programme of study,

Assessment is both formative and at the point of learning as well as summative to feed forward to the next point of contact pupils will have.

On-going formative assessment
The assessment of pupils is formative and is based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of skills and techniques as well as their understanding and use of relevant vocabulary.
• Expectations for each block are made explicit on slide one, e.g. At the end of this block pupils will know how to waterproof cotton fabric and which fabrics are both functional and hardwearing.
• The Point of reflection section specifies the expected outcomes for each lesson.
• The Questions for assessment section in each block provides specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. How have the properties of the cotton changed? Is the cotton now more or less functional?
• The Oracy and Vocabulary tasks provide ample opportunities for teachers to evaluate pupils' ability to: - use the language of design and technology effectively; - explain techniques, skills and processes; - evaluate their own and others' work.
• The vocabulary quiz provides an opportunity for teachers to assess pupils' deeper understanding and application of the technical vocabulary covered in the block.
• The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

The best form of assessment in design and technology is at the point of delivery, while pupils are working. This helps us to understand pupils' development as designers, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of design and technology may require additional teaching and reshape teaching to support this.

Long term summative assessment
This looks at the subject's substantive and disciplinary knowledge. The summative assessment information is collected on a termly basis as outlined in the school's assessment policy. It is based on a secure fit assessment of each pupil's performance by the class teacher. This data also provides an overview of whole school progress for the subject leader.

Feedback

Recording of feedback is multi-faceted. We support whole class feedback and marking principles. Any notes made must be useful and insightful, not lengthy or cumbersome.

Recording of assessment is multi-faceted. We support whole class feedback and marking principles. Any notes made must be useful and insightful, not lengthy or cumbersome.

In short, assessment can be complex. William, Hattie, Didau, the EEF and many others have grappled with the purpose, structure and ultimate aim that teacher feedback impacts on pupil learning.

All the evidence points towards feedback being most impactful as near to the point of learning as possible. That is why the 6 phases of a lesson allows teachers the space to listen, watch and interact to intelligently give feedback at the point of learning.

In summary, feedback should pay attention to these three questions:

1. Does feedback provide CLARIFICATION?

Are pupils on the right track? If they are not, do they know how to improve?

2. Does feedback provide SOPHISTICATION?

Do pupils get the opportunity to elaborate and respond to challenges, regardless of starting points?

3. Does feedback MOTIVATE?

Do pupils recognise and act upon the feedback through verbal comments and marks that teachers and support staff make? Do they see themselves as part of the learning process, rather than just being done to?

Making notes of these iterations is never at the expense of quality teaching. Teachers and support staff can summarise notes about the lesson, who stood out, who needed support can be brief and simple.

Feedback, quizzes, thinking hard tasks and structured assessment tasks all contribute towards the bigger picture of how well pupils retain and remember the content.

The school's feedback and assessment forms are used as a tool to quickly summarise and capture the learning, lesson to lesson. They are not designed to be fully comprehensive, but as a formative tool to capture and record, so that information can be fed forward to provide insights into the next lesson or summarised at the end of a study.

Role of the subject leader.

The Design and Technology subject leader at Wardley CE Primary School is Andrew Tinkler.

Their role as a subject leader is to act as a guardian of the standards in the subject.

This means that they know:

• How well pupils achieve.

• What the strengths of provision are

• What needs to be done to improve outcomes.

To achieve this, subject leaders undertake the following monitoring activities on a termly basis:

• Lesson observations.

• Pupil book study

1. What impact is our CURRICULUM having?
- *What effect is the curriculum architecture having?*
2. Does teaching support LONG-TERM LEARNING?
- *Is the evidence-led practice really being deployed at a classroom level, or is it superficial?*

Do tasks enable pupils to THINK HARD and CREATE LONG-TERM MEMORY?

• Discussions with both adults and children.

• Looking at classroom displays.

In addition, subject leaders will:

• Support staff in their development of planning and to monitor planning.

• Facilitate the sharing of good practice among staff.

• Work together with colleagues to raise standards.

• Ensure that the policy documents and curriculum resources remain useful and current.

Design and Technology and links to home.

Ideas about how parents and carers can help their child with Design and Technology at home are sent out on the class curriculum leaflets each half-term.

Design and Technology can be the focus of the half-term homework project. This allows the children to use their imagination to present their projects in a variety of ways such as in written, pictorial or physical product form as well as using ICT.

Every project, the Design and Technology subject leader creates a blog which is put onto the school website. The blog celebrates each year group's project, from EYFS to Year 6, and contains text and photographs of the week's activities. This can be viewed by children and their families at home.

Inclusion

At Wardley CE Primary School all children have access to Art and Design lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching and our CUSP curriculum model we provide all children with the tools and support to be involved and access every Art and Design lesson. This is the high quality teaching model that is set out in our teaching and learning policy.

"Central to this debate (what inclusive education looks like) should be the rights of the child as a learner. How do we design learning environments and learning activities that will ensure that each child is an active participant in the learning process and not a bystander, a peripheral participant, watching the activity of others? How can we support families, teachers and professionals to include those learners in all aspects of the curriculum to achieve this goal?" Barry Carpenter, Enabling Access

We believe that the CUSP curriculum architecture, that is built around retrieval practice and spaced retrieval practice, combined with evidence led teaching and generative learning tasks that are appropriately scaffolded are essential components in answering Barry's question.

Support staff play a vital role in universal quality first teaching. The principles of instruction, vocabulary teaching and generative learning tasks are universal in a school. All staff use and deploy these research-facing strategies.

To promote an inclusive environment in art and design we will use the following provision model:

Wave 2 Support

Additional Interventions to enable children to work at age-related expectations or above

Provision mapping
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy
Use of marking and assessment to identify children who need a re-cap focus
Pre-teaching / Post teaching follow up
Small group phonics
Well-being groups
Social communication resources in class e.g. timetables, social stories
visual cards
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

Wave 3 Support

Targeted provision for those who require a high level of personalised and specialised support

IEPs
SALT intervention or 1:1 specialist SALT
1;1 emotional therapy – iThrive
1:1 input LSS and PIT
Enhanced SALT support (School Buy-in)
Precision teaching
Behaviour plans
Personalised reward programs
Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on