



At Priestley, Greater Depth is all about giving the children the opportunity to 'master' their understanding of key concepts and ideas. So, when we talk about Greater Depth, we are talking about mastery of an objective, topic or subject

Greater Depth

Will show:

- **Independence** – Apply the skills and knowledge without the recall of the teacher e.g. making a conscious decision about how to present their learning.
- **Fluency**– Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding. Pay particular attention to detail, preciseness of implementation of media, a secure understanding of the evaluating process and next steps.
- **Application** – Freedom of choice of how to apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
- **Consistency** – Consistently use their skills, knowledge and understanding.
- **Link It** – Organise ideas to make connections with other areas of learning and new ideas. Making links to prior learning and other subjects e.g. history, understanding background content for reasons that made some designers so famous.
- **Re-visit It** – Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
- **Explain It** –Able to explain their understanding to others and perhaps be a learning buddy to others. Be able to explain how to apply skills using a broad range of tools and media. Be passionate about their work and reflect confidently in their explanations about skills applied, methods employed, and choices of media used.

As teachers we will...

- Provide opportunities by offering a range of resources and materials.
- Question, and challenge will be differentiated and open ended to extend thinking.

Greater Depth Learners in DT will demonstrate fine detail and precision in their work. They will be able to explain their work intellectually as well as critically at great length. Children will demonstrate their ability practically using a variety of tools and equipment (for mechanical and electrical systems, building structures, cooking, etc.)



At Priestley, we believe children with SEND are those that have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

SEND

Will be able to:

- explore and achieve in line with their peers through being able to access a range of purposeful activities tailored to individual need.

As teachers we will...

- always set suitable learning challenges.
- Set tasks that are open-ended and have a variety of responses.
- modify the curriculum to remove barriers, so all pupils meet the same objectives – e.g. visual aids and alternative/adapted art equipment; more time; smaller steps or parallel activities; drawing aids or templates
- constantly review any possible environmental barriers to achievement such as sound, light & seating plans.
- value all children's artistic expression and instil the believe in all that they are artists.
- show an awareness of pupils preferred learning styles
 - when teaching - visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video
 - for recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording.
 - to promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help.