

Design and Technology (D.T.) Intent, implementation and impact.

Intent: How we have planned our D.T. curriculum

At St Nicholas and St Laurence CE VA Primary School, design and technology is fully inclusive to every child. We intend to build a curriculum which develops learning and results in the acquisition of knowledge and skills, whilst promoting the spiritual, moral, cultural, mental and physical development of pupils. Children will know more, remember more and understand more.

Our aims are to:

- fulfil the requirements of the National Curriculum for design and technology,
- provide a broad and balanced curriculum,
- ensure the progressive development of knowledge and skills,

To learn;

- how to take risks,
- how to become resourceful,
- how to innovate,
- how to enterprise,
- how to evaluate, critique and understand past and present design and technology,
- how to participate successfully in an increasingly technological world using the language of design and technology

Implementation: How we teach our D.T. curriculum

To ensure high standards of teaching and learning in design and technology, we implement a curriculum that is progressive throughout the whole school. Design and technology is taught as part of a termly topic, focusing on knowledge and skills as stated in the National Curriculum. At St Nicholas and St Laurence, we ensure that design and technology is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. This is conducted through focus days/ weeks, where the children are able to focus on the key skills.

The design and technology curriculum at St Nicholas and St Laurence is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using 'Projects on a Page' and our progression of knowledge and skills documents. Teachers can use these documents to plan their design and technology lessons suitable to their class's topics and prior learning. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

'Projects on a Page' allows teachers to follow the structure of research, design, make and evaluate, whilst enriching children's experiences, vocabulary development and the children's understanding of health and safety. This ensures that vocabulary and skills are progressive and built upon year on year.

Alongside our curriculum provision for design and technology, we also provide pupils with the opportunity to participate in DT based after school clubs such as; cookery to deepen their practical skills.

Impact: How we assess the progress our pupils make in D.T.

Through the study of design and technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our design and technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression which also forms part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books/ resources are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of work in books/ booklets.
- Lesson and book scrutinies to ensure standards of teaching are high