



'Design is not just what it looks like and feels like. Design is how it works.' Steve Jobs

Intent

At Tibberton and Hindlip CE First Schools we aim to deliver the requirements of the National Curriculum for Design and Technology via a broad and balanced curriculum, ensuring a logical progression of knowledge and skills within a safe, inclusive, engaging learning environment.

Children will learn about the place design technology has in our lives and find out about the historical impact of past and present innovators and inventions. They will learn and apply the principles of nutrition and hygiene to cooking. DT topics will develop problem solving skills, creativity and an understanding of how to plan and carry out the creative process from initial brief to final evaluation. Children will understand the importance of exploring existing products, selecting appropriate tools and techniques, drawing up success criteria, applying their skills and knowledge to design a prototype, testing and improvement, risk assessment and evaluation.

Our children will be able to take risks, explore different options and talk about how things work and the process they have taken.

Implementation

- Planning is rooted in the National Curriculum and supported by our skills and knowledge progression document.
- Creative and engaging teaching using a broad variety of resources and methods such as fieldwork, school trips, ICT and school visitors.
- A 2-year rolling programme where topics and skills are taught both discretely and also within other areas of the curriculum to maximise relevance, access and interest.
- An individual sketchbook which accompanies every child throughout their school journey provides a record of their progress and achievement.
- Regular topic weeks/day combined with school trips, visitors and community events provide opportunities for subject immersion and an insight into how Design Technology is relevant to all aspects of life.
- An 'explore - design - make - improve - evaluate' sequence is followed for each project.
- Design briefs are purposeful and relevant and linked to the topic. Children are required to identify and consider consumers/users and their needs when drawing up success criteria for their design.
- A flexible timetabling approach is applied to DT projects as appropriate. Projects may be covered in once-a-week, hour long lessons or across a 1 or 2 DT block day depending upon resources needed, etc. We aim to deliver 1 DT project of around 6 sessions every term to each class.
- Parent helpers deliver weekly baking sessions which all children will have the opportunity of attending once a term.
- Hygiene, nutrition, health and safety are taught within DT sessions and also via other subjects such as Science and PSHE.

- An inclusive learning environment is provided to enable all children to achieve their best via thoughtful planning, differentiated objectives, resources, support etc and the nurturing of a positive culture where children feel safe to explore and take risks.

Impact

The impact of our Design Technology curriculum is monitored via:

- Formative assessment of pupils' ability and progress during lessons and resulting summative assessment at the end of each topic.
- Pupil voice (interviews with a cross-section of pupils) carried out by subject co-ordinator to assess learning, curriculum coverage, engagement and to inform future long-term planning & resourcing.
- Images of the children's practical learning are regularly taken and displayed alongside their work to show the process.
- Where possible, work (or images of work) is displayed around the school to celebrate achievement and demonstrate the learning journey.
- Sketchbooks are used and remain with the child throughout their school career as a record of their achievement and progress. The work is regularly marked and scrutinised and there is the opportunity for discussion between teachers and subject co-ordinator about it.
- Annual reporting of each child's achievement and class data.
- Learning walks to monitor skills progression, curriculum coverage and links to topics which also give an opportunity to identify any potential gaps or training needs.
- Staff meetings and discussions to highlight future training or resource needs.