

Design and Technology Curriculum

Our D&T curriculum is built upon our 4 core values: Faith, Challenge, Pride and Success. Design and technology encourages children to develop their emotional intelligence, cognitive flexibility, creativity and imagination in order to become critical thinkers, problem solvers, collaborators, innovators, negotiators, decision makers and risk takers – as individuals and members of a team. Through design and technology, we encourage children to use 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.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	As a school, we follow the D&T Association Projects on a Page Scheme of Work. The scheme of work supports our teachers in delivering lessons which help to raise standards and allow all pupils to achieve their full potential. We are confident that the scheme of work more than adequately meets the national vision for D&T. It provides immense flexibility, strong cross-curricular links and gives excellent supporting material for teachers. The curriculum builds on the concepts of: User, Purpose, Functionality, Design Decisions, Innovation and Authenticity.	Pedagogical Approaches	The pedagogical approaches to the teaching of D&T are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge • Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential. 	Approach to Assessment	We understand that learning happens over time rather than in a single lesson. As a result of our carefully designed and planned curriculum, pupils' develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Assessment is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills. Degree of mastery of these skills will be recorded on the assessment spreadsheet and used to inform teacher judgment on a termly basis. Task design is intentionally open in order for children to demonstrate their level of depth. Impact can be measured by teachers through the use of recall strategies such as those suggested by Tom Sherrington in his book <i>Rosenshine's Principles in Action</i> .
End Points	We ensure that the skills and knowledge that are developed will not only equip children for secondary school but for later life. Our curriculum is ambitious and gives our pupils the experiences, knowledge and cultural capital they need to succeed in life including future learning and employment. The children create products linked to their class project. As such, each year group completes three products per year. All projects are authentic and relevant to pupils by following the three S's approach: something, for somebody, for some purpose.	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD at school and externally. The subject leader provides regular updates to staff. Many of the elements of the curriculum and ethos are rooted in best practice and research. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	There is no published data for D&T at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.
Sequencing	Our D&T curriculum is a spiral curriculum. Skills are revisited. The D&T curriculum has been carefully designed to ensure clear progression of knowledge, skills and understanding. This is structured through the projects.	Promoting Discussion and Understanding	In all lessons, discussion is integral in order to deepen thinking and promote understanding around the key concepts. The core knowledge and vocabulary are the entry point and our aim is to connect this knowledge. Pupils are given regular opportunities to explore and discuss questions at an age appropriate level. Teachers use their strong knowledge of the progression in the curriculum in order to ask questions which lead children to develop the skills we intend to promote.	Pupils' Work	Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Children should be able to refer back through their project books, to support themselves with new learning. Evidence will be recorded in a variety of forms. A discussion of previous learning will form the beginning of each lesson. EYFS record evidence using 'Evidence Me.' There is an expectation that the learning in D&T is evidenced in books at an age-appropriate level.



Alignment with EYFS	Within provision, children have access to a range of media and materials and, through both child and adult directed play, are supported to use these to plan, design, make and evaluate. Small tools are available to support this process. Children are given opportunities and experiences to enable them to meet the expected level of development.	Knowing More and Remembering More	Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons. Children are encouraged to reflect on previous learning and use that to explain their current understanding. Knowledge organisers are used to share key information and are regularly referred to and added to in order to activate prior knowledge and as a scaffold for learning.	Talking to Pupils	The subject leader will measure impact through a cycle of monitoring focusing on: learning environments, planning, work scrutiny, discussions with pupils and discussions with teachers. Teachers have discussions with children on a regular basis. They can discuss their ideas, reasoning and problems with the teacher in a more informal manner which leads to more success.
Addressing Social Disadvantage	We have a firm belief that every child can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. As such, we adopt a mastery approach to all of the teaching, having high expectations of all children and scaffolding those with lower starting points to be able to access and achieve these.	Teacher Assessment	Teachers assess formatively and summatively in each lesson according to the assessment outcomes in the scheme of work. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning through the use of checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact. We keep track of children's progress against the assessment outcomes, having three data points, one at the end of each school term.		
Local Context	Children are encouraged to look at design and technology that exists in their lives and the world around them. They develop the skills to critique existing designs and evaluate them in order to suggest improvements.				
Meeting the needs of St Mary's learners	Links are made between the D&T curriculum and other areas of the curriculum through the project concepts and the authentic outcomes. Reference and links are made to our school rules, values and mission statement.				