

# Curriculum Intent Statement: Design Technology

## Design and Technology - Intent, Implementation & Impact

### What is the Intent of our Design and Technology curriculum?

At St.Botolph's CE Primary School, it is our intent that children grow up being creative and being inspired by design and technology, and understand the connections between the skills they are developing and the real world.

Sound knowledge of design and technology, and consistently high Quality First Teaching is key to delivering a quality mastery of the design and technology curriculum.

We aim to provide our children with a wide range of opportunities to take risks, innovate and to understand the value and impact technology has on daily life and the wider world. We want them to be equipped with the skills they require to thrive in a rapidly evolving world. We begin by exploring the technology around us through practical investigation. Moving further up the school, activities are creative and practical with the aim to develop the foundation skills required to innovate, design, create and evaluate. Pupils then develop the skills they have acquired; designing and making 'something' for 'somebody' for 'some purpose'. They apply research they have carried out and use their prior knowledge to safely use a wide range of tools to complete their design.

We want the children to become confident with the creativity process where they can design and use technology, with an ability to apply their skills to a wide range of situations and purposes. They are given the support, skills and encouragement in order to enable them to enjoy a greater depth in learning. We also encourage them to develop inquisitive minds and self-belief so they want to push themselves to learn more. Design and Technology is an inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world.

### How is our design and technology curriculum being Implemented?

We have worked together as a staff team to develop a program of design and technology for our school but we are always keen to learn more in order to ensure that our curriculum is the best it can be for our children. We endeavor for our planning in all subjects to provide our children with a broader knowledge of the world, to make them aware that the world is bigger than just our local area and that the opportunities for them aren't limited to Shepshed. Within our Design and Technology curriculum our plans aim to provide our children with basic cooking skills and the knowledge of how to lead a healthy and balanced diet.

## Planning & Organisation

In our FS, staff work hard to provide the children with a range of experiences of design and technology using resources familiar to the children to build initial skills and understanding. Staff aim to inspire children and engage their curiosity about the technology surrounding them.

Long-term planning	National Curriculum - Design and Technology Chris Quigley Essentials Curriculum
Medium-term planning	Key stage teams work together to ensure all skills/knowledge is covered when developing their plans based on countries.
Short-term planning	'Creative curriculum' planning created in teams, the lessons are planned and ordered to ensure a full coverage of subject knowledge, whilst allowing children opportunities to revisit and develop their skills and knowledge.

Teachers also use our agreed school risk assessments to ensure a consistently safe approach across the school when using design and technology tools. (See Appendix 1). They also focus on key design and technology vocabulary and terminology so children understand how important comprehension is to their understanding of a question.

We currently teach year groups separately up to Key Stage One and in Upper Key Stage Two, Lower Key Stage Two are taught in mixed ability groups.

In classrooms, you will see children who are focussed on their learning. Discussion and collaboration is encouraged alongside independence and resilience. We like our design and technology lessons to be creative, engaging and enjoyable. Children are given opportunities to repeat and reinforce learning and follow lines of enquiry.

### How do we know what Impact our design and technology curriculum is having on pupils' design and technology knowledge?

At St Botolphs we have fostered a very community feeling environment where children and teachers are welcome into any classroom at any time. Children are always eager to show you their work, especially if they have been a member of your class previously. We are all aware of which staff lead each subject and work well as a team to alert each other about particular activities that might be of interest to us, or to share examples of the work children have produced. Teachers also share their planning with us so that we can ensure the curriculum is being covered sufficiently. This helps us to not only be aware of what is occurring in our subject across the room, but also allows us to share good practice and helps to inform our own planning so we know what happens before/after our children enter our classrooms. In addition to this we have:

- ❖ Pupil/teacher 1:1 meetings - How do the children feel about design and technology? What are their perceptions of how they are doing? What can they do well? What are their next steps?
- ❖ Team planning - whole school Inset days, whole school meetings and key stage meetings too.

- ❖ Monitoring and evaluation of pupils' work, planning, observation of lessons and pupil voice.

The impact of our design and technology curriculum is that children understand the relevance of what they are learning in relation to real world concepts and application. We have fostered an environment where design and technology is fun and it is OK to be 'wrong' or to make a mistake because the journey to finding an answer is most important. We want them to understand that the skills they are learning are transferable, as what they may be working on in the future hasn't yet been invented. Teachers build good relationships with children during sessions so they know when a child is progressing well and when they need help. We encourage an environment where questions and exploration is welcomed and it is not only okay to check and to take a risk, but sometimes necessary to solve the problem at hand. Effort, endurance and creativity is rewarded, and reflection is seen as a vital part of the process in order to progress further next time.

First and foremost we want our children to enjoy their design and technology sessions and hope to spark their curiosity and drive to fix things, explore how they are created, learn the processes necessary to make them and to see the potential of creating something new.

## Who else supports the pupils so they can excel and enjoy design technology?

### **Working together - Support from Stakeholders**

**Pupil Voice** - Teachers have the opportunity to speak to individual pupils on a one-to-one basis termly. They discuss the foundation subjects and what elements of their country topic they have enjoyed, found challenging and what they have learnt.

**Parental support** - We like to communicate with our parents so they are aware of what their child has been learning at school, how they are progressing and what they can do at home to support them. We use a communication platform called WEDUC which enables us to post information about what their child is learning and photographs of their work and achievements. Foundation Stage uses an app called SeeSaw to communicate with their parents. We hold parent/teacher meetings twice a year to discuss progress and have an awards assembly every Friday where teachers can celebrate children's achievements in all aspects of their school life. Special certificates and stickers are sent home to parents to celebrate.

**Governor Support** - Our design and technology governor meets regularly with the subject leaders to discuss the subject. Monitoring visits are made and data is shared and discussed. Challenging questions are asked of subject leaders and reports are written. Our design and technology governor supports us in many other ways such as attending key sessions with our students.

**Trust support** - We work with other design and technology subject leaders and teachers to moderate work, share ideas and resources, develop policies and share training and inset needs.

Design technology is included into our Golden Time programmes across the school, allowing the children a further opportunity and in KS1 and LKS2 there are strands of our 'Lotto' homework that allow further opportunity for design and technology skills to be developed.