**Sherdley Primary School**

Our Intent, Implementation and Impact statement for Design Technology

Design Technology Intent

Sherdley Primary School understands that Design and Technology (DT) plays an essential role in contributing towards a broad and balanced curriculum. It helps children to foster and challenge their independent ideas through the inspiration of a variety of inventors and designers. The school has used the DT objectives and skills from the National Curriculum as a foundation to design its own curriculum map, progression map, knowledge organisers and AREs. This enables children to immerse themselves in the varied skills and vocabulary needed to explore DT skilfully and inspires children to think innovatively and to develop creative, procedural and technical understanding. Children learn skills under the three areas of form, texture and cooking/ nutrition, and are given the opportunity to explore and evaluate different creative ideas within each of these. We believe it is vital that the children at Sherdley Primary School gain a greater understanding of how DT influences their lives and the world around them by the time they reach the end of KS2 to become practical problem solvers and creative designers in their own right.

Design Technology Implementation

The DT curriculum is led by an experienced teacher, who has a background in design (including an A-level in 3D Design). They passionately drive the subject forward and truly enjoy design as a form of cultural expression. The DT coordinator has produced key documentation with a focus on progression of skills for each year group, which includes a bespoke curriculum map, progression map, aims and subject content for art. The curriculum is monitored by the DT coordinator by effectively observing, analysing and recording the impact of teaching and learning through learning walks, evidence monitoring, pupil voice and staff voice.

The teaching and learning of DT is block-timetabled in each year group to be taught for a minimum of one week per term. This enables the children to easily revisit previously taught knowledge and skills, then progressively build upon them. Knowledge organisers have also been created with knowledge retention in mind. With a keen focus on subject specific vocabulary and practical examples, these documents are also useful to support teachers with their planning of high-quality DT lessons.

Teachers use the research, design, make and evaluate model when delivering DT lessons. This ensures that teachers are planning these sequential DT learning opportunities as thoroughly as possible. Children use DT folders and/or record work in project folders to research, design and evaluate ideas within DT lessons. Photographic evidence is also used to record work and outcomes which have been made by the children.

DT is assessed at the end of each taught unit by the class teacher using AREs taken from the progression of skills map. This enables teachers to see how children are progression with their learning of DT throughout the year and between year groups which can be addressed accordingly by the subject coordinator. Key vocabulary is also used as an assessment tool to inform teachers of how well a DT unit of work has been taught and learnt.

Design Technology Impact

Through pupil voice interviews, the children at Sherdley Primary School show that they have a clear enjoyment and confidence in DT that they can also apply to other areas of the curriculum. They are taught a high-quality DT curriculum to help them gain knowledge and skills for use appropriate tools and materials, which enable them to develop beyond school life in the wider world. A large majority of children achieve age-related expectations in DT each year, with the school’s most recent assessment data (end of academic year 2020/21) showing that at least 85% of children in each year group from Year 2-6 are achieving the age-related expectations in DT.