

Design and Technology

Intent

At St John Bosco we recognise that high quality Design and Technology education 'makes an essential contribution to the creativity, culture, wealth and well-being of the nation' (National Curriculum, 2014). We strive for pupils to be innovative, resourceful and enterprising citizens as they develop their understanding of the critical impact design and technology has in the wider world. We believe that a high quality Design and Technology curriculum should inspire, motivate and challenge all pupils. Taking this into consideration the aims of our Design and Technology curriculum, in line with the National curriculum, are to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Implementation

- All year groups (from Y1 to Y6) use the new National Curriculum as the basis for their curriculum planning in Design and Technology. Skills in the Foundation Stage are planned through the objectives within the EYFS.
- Class teachers plan for Design and Technology lessons as part of their medium term and short term planning. The medium

term plan lists the specific skills and activities that are to be taught throughout the term. Short term plans list the specific learning objectives for each lesson and details how the lessons are to be taught.

- Design and Technology work is linked to creative curriculum topics. Pupils design and make products that solve real and relevant problems within a variety of contexts. Pupils draw upon subject knowledge and skills within Mathematics, Science, History, Computing and Art.
- As a school we use a variety of teaching and learning styles in Design and Technology lessons. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.
- All pupils experience a variety of materials, tools and processes.
- In the Foundation Stage we aim to provide a rich environment in which we encourage and value creativity. Through group work or continuous provision, children explore a wide range of activities using their senses and a broad range of materials and tools.
- Half termly Creative Curriculum books are used to record, collect and explore Design and Technology ideas using various tools, materials and media.
- Design and Technology is celebrated through classroom displays. Displays are regularly updated and reflect the work of the pupils throughout the year.
- Teaching in Design and Technology at St John Bosco reflects the understanding that all children will develop their ability at different rates. Differentiation is therefore a key issue. Tasks will be open-ended and differentiated according to ability.

- Class teachers are mostly responsible for teaching Design and Technology, however there will be opportunities for professionals to be involved in the teaching. We take every opportunity to develop links with outside agencies and experts in order to enrich our Design and Technology provision.
- Formative assessment is used to guide the progress of individual pupils in Design and Technology. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Children's progress in Design and Technology is reported to parents through the pupil annual report.

Impact

At St John Bosco we expect that our Design and Technology curriculum and teaching inspires pupils. Children learn to take risks, be reflective, innovative, enterprising and resilient To measure the impact of our curriculum:.

- Class teachers should keep records of work carried out by pupils and use formative assessment to inform future lessons ensuring all children are supported and challenged.
- The subject leader will also carry out a scrutiny of all staffs planning on a regular basis to ensure adequate coverage of the National Curriculum across each Key Stage.