



Selattyn C.E. Primary School

Statement of Intent for Design and Technology

“Technology, like art, is a soaring exercise of the human imagination”- Daniel Bell

“We’re changing the world with technology”- Bill Gates

Our School Vision

As a loving community, our vision is to nurture each individual in our care, giving them the skills, resilience and hope to succeed and flourish, both academically and spiritually, in God’s ever-changing world.

Intent

At Selattyn CE Primary, we aim to inspire and encourage our children to be designers and makers of products that solve real-world and relevant problems, within a variety of contexts. We believe that Design and Technology (D&T) is an engaging, rigorous and practical subject that makes a high-quality contribution to a broad and balanced primary curriculum. We recognise that quality teaching and learning in D&T can help to raise standards in English, Mathematics and beyond, and also that D&T is often chosen as one of the favourite subjects for children. We want our children to engage in designing, making and evaluating functional products with users and purposes in mind, by using their natural curiosity, creativity and desire to investigate and experiment with ideas.

In 2023/24, Selattyn CE Primary has embraced the beginnings of a revision to our Design and Technology Curriculum. We are using the Design and Technology Association ‘Projects on a Page’ scheme at KS1 and KS2; a national scheme of work for primary design and technology, based on recognised universal principles of effective teaching and learning in this subject. Through the carefully structured series of projects, we endeavour to inspire, broaden and promote our pupils’ love of design and its functions. We aim to nurture their own talents and interests, as well as enabling them to explore the diversity of technology. Through their evaluation of past and present Design and Technology, they have the opportunity to develop a critical understanding of its impact on daily life and the wider world, and thus help to prepare themselves for living and working in the designed and made world of the future.

Implementation

At Selattyn C.E. Primary we use a rolling programme to ensure that our children cover all aspects of the Art and Design curriculum within the mixed age class structure of our school.

EARLY YEARS:

Staff select resources to support the teaching of the Early Years curriculum and the achievement of the Early Learning Goals. EYFS pupils are taught in variety of ways through adult-led and supported tasks and child-initiated learning in provision areas and there are opportunities for D&T engagement and effective D&T practice across all seven areas of learning. High quality D&T experiences and activities enable children to 'safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function' and 'use what they have learnt about media and materials in original ways, thinking about uses and purpose'. The EYFS curriculum thus provides the foundation for the National Curriculum in KS1 and KS2.

Regular observations and assessments of learning take place throughout the year and contribute to a summative assessment at the end of EYFS.

KEY STAGE 1 AND 2:

The Design and Technology Association has structured its Projects on A Page scheme to develop both children's skills through collaborative working and problem-solving, and their knowledge in design, materials, structures, mechanisms and electrical control. Children are encouraged to be creative and innovative, and are actively encouraged to think about important issues such as sustainability and enterprise. Projects on a Page has been written to help primary schools implement all aspects of the National Curriculum programmes of study for KS1 and 2:

'In D&T there are two strands of subject content: designing and making, and cooking and nutrition. As well as addressing the subject content for KS1 and 2, Projects on a Page reflects the purpose of study and meets the aims in a way that is appropriate to children's ages' (Projects on a Page: A national scheme of work for design and technology at Key Stages 1 and 2)

The basis of each project revolves around the children's engagement of three core activities:

- Activities which involve investigating and evaluating existing products
- Focused tasks in which children develop particular aspects of knowledge and skills
- Designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'

These three activities are combined in sequence to create the Design and Technology project each term. Teachers enjoy the flexibility provided by the scheme to meet our children's needs and interests through creative and motivating projects within a range of contexts.

Observational assessments take place during the lessons and at the end of the unit. The information gathered during projects enables teachers to provide carefully tailored feedback, questioning, explanation and support, according to the children's needs, and inform planning for future work. The assessments contribute to a summative judgement at the end of the year.

Impact

Throughout their lessons, children are involved in multiple decision-making, considering: the user of their product; the purpose, function, design and making of the product; the evaluation, dialogue and decision making about the quality of their outcomes; and the improvements they need to make. There is also the development of their understanding of importance of authenticity- the children design and make products that are believable, real and meaningful to them, reinforcing the importance of the relationship between product and user/purpose.

By taking part in regular discussions and decision-making processes, the children are growing in their ability to talk confidently about their own learning journey, have higher metacognitive skills and have increasing ownership of their learning.

Monitoring Progress: In addition to formative and summative assessment, the subject lead carries out lesson monitoring, book scrutinies, pupil voice, learning walks, and collaborates with a link governor. Teacher discussions around good practice and improvement, and involvement with local consortium schools, develop teaching. In addition, Cluster moderation validates judgements on standards and progress.

Pupils should leave Selattyn Primary school well-equipped with a range of skills and techniques, and the confidence and creativity to form a strong foundation for their Design and Technology learning at Key Stage 3 and beyond.