Our motto ‘Only Our Best Will Do’ and ethos ‘It doesn’t matter where your starting point is, it’s where you finish that counts’ apply to all areas of the curriculum.

Design and Technology Policy

Date – October 2024

Reviewed –

Intent

At Albrighton our Design and Technology curriculum offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the **knowledge**, understanding and **skills** required in the **National Curriculum**. Our teaching of Design and Technology aims to **inspire** children's **creativity** and **imagination** through a broad range of practical experiences to create innovative designs which solve real and relevant problems within a variety of different contexts. The iterative design process is fundamental throughout the learning sequence. This iterative process encourages children to identify real and relevant problems, critically evaluate existing products and then take risks and innovate when designing and creating solutions to the problems. As part of the iterative process, time is built in to reflect, evaluate and improve on prototypes using design criteria throughout to support this process. Opportunities are provided for children to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment and helping to inspire children to become the next generation of innovators.

We understand Design and Technology plays an important part in children's understanding of the **World around them**, encouraging them to use their knowledge to ask questions. As a school we have developed strong links with RAF Cosford, which enables us to participate in meaningful **STEM** projects, **enriching** our curriculum.

Implementation

Design and Technology **knowledge**, **skills** and **understanding** are built into lessons, following an iterative process. However, this is not to say that this structure should be followed rigidly: it allows for the revision of ideas to become part of good practice and ultimately helps to build a depth to children's understanding. Through **revisiting and consolidating skills**, our sequence of lessons and resources help children build on prior knowledge alongside introducing new knowledge, skills and challenge. Teachers use specific series of lessons for each key stage, which offer structure and narrative, but these are adapted to suit the needs of the pupils in the class. The revision and introduction of **key vocabulary** is built into each lesson. This vocabulary is then included in display materials, additional resources and on working walls when appropriate to ensure that children are allowed opportunities to repeat and revise this knowledge. Adult guides and accurate design and technology subject knowledge are provided to teachers to allow the teacher and adults working in those lessons to feel confident and supported with the knowledge and skills that they are teaching.

Through these lessons, we intend to inspire our pupils and staff to develop a love of Design and Technology and see how it has helped shape the ever-evolving technological world they live in.

Planning and Delivery

In order to provide a coherent curriculum, every year group follows the progression document that outlines the key areas of Design and Technology which will be taught throughout the year. This ensures that adequate amount of time and coverage is allocated to each key area. Twinkl schemes of learning support teachers to plan a sequence of progressive lessons over time, giving the children time to master new concepts. Within this document, key objectives, knowledge and vocabulary are outlined. Progression documents ensure that staff are delivering a consistent, progressive and challenging curriculum.

Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Children are given opportunities to practise and apply new knowledge and skills fluently before moving onto creating a final piece for a particular audience.

The EYFS curriculum includes rich opportunities for children to develop a ground understanding in creating structures from different materials. Throughout the whole of the Foundation Stage, the pupils have opportunities to build and apply their design and technology inside and outside.

Assessment

Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities.

Impact

- The impact of using the planning, resources, including display materials, will be seen across the school with an increase in the profile of Design and Technology and children knowing more and remembering more. The learning environment across the school will be more consistent with design and technology technical vocabulary displayed, spoken and used by all learners. We want to ensure that Design and Technology is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of skills and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment against the school MYLOs (success criteria grids), KWL grids and summative assessments aimed at targeting next steps in learning.

We measure the impact of our D & T curriculum through the following methods:

- Assessing children's understanding of the knowledge and linked vocabulary before and after the unit is taught.
- Formative assessment throughout lessons – questioning and AFL tasks to check knowledge and understanding.
- Opportunities to use knowledge in other contexts such as in literacy, Science or PSHE.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's floor books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books.

SEND Statement - Children with additional needs are included in whole class lessons, with teachers using adaptive teaching methods to enable children to access the learning. Those working outside of the current year group expectation for Design and Technology will receive support to access a curriculum based on their specific needs.

Useful documentation

Following the documents below allow teachers to deliver a strong Design and Technology curriculum to Albrighton pupils.

Albrighton Design and technology Progression Document.docx

Curriculum Map .docx