Subject on a page **Design and Technology** at Denby Free

Imagine—Believe—Achieve—Shine

Intent

Allow students to become self-motivated, creative, and confident learners, who can work both independently and as part of a team.

The subject provides opportunities to develop technical and practical competencies as well as the wider skills valued by employers in their future.

We aim for our students to problem solve and evaluate both successes and limitations/faults of their own and existing products.

Implementation

Through ***'doing'*** , experimenting and taking risks in a safe and positive learning environment.

Explore all elements of D & T

- Plan using Projects on a Page resources from the D&T association
- Each year group will aim to complete 3 different projects as outlined by our long-term overview
- Elements are revisited in a different year group to allow progression

Skills for Life

- All year groups to complete a cooking and nutrition unit: gaining nutritional knowledge, consider sources and costs; safely learn different techniques to prepare food using appropriate kitchen equipment and make the product themselves. These skills are transferable to home-life
- Prepare a food product for a user that is available to give feedback
- Include the use of newer technologies and techniques to mirror what is happening in the working world as best as possible

Express Creativity

- Explore and evaluate existing products and be inspired
- Produce high quality ' working' products or prototypes
- Make choices regarding materials and tools used to ensure individuality
- A group product may be made where limited resources require
- Use DT sketchpads without a rigid format to encourage freedom in designing
- Class DT days with parents for collaborative creations

Whole School Approach

Staff meetings to demonstrate:

- Pupil Voice feedback
- Support team planning
- Every product has a purpose and user in mind (user should be someone else)
- Unavoidable time constraints: a unit may not have a product/prototype but designs and plans can be evaluated and user feedback gained.
- Communicate lack of resources ASAP.
- Products do not need to be perfect.
- Update coverage tracker after a unit is completed.

Well Structured Lessons

- Share technical vocabulary
- Existing products/users/purposes referred to
- Lots of peer conversations about ideas
- Journal when necessary but with freedom (printed templates only when necessary)
- Children do things for themselves –adult or peer support planned for those that need it at various stages (AfL).
- Remind class of purpose and user at each stage of the sequence
- Clear expectations set regarding movement and volume when using tools
- Teacher modelling (and student practice) using tools or techniques prior to making lesson—low stakes lesson

Assessment

Instant

Verbal feedback

Marking policy

Peer feedback

Formative

- Recap vocab throughout the unit
- Observe execution of taught techniques
- User Self evaluation of

Summative

- Teacher assessment at the end of each unit

(For schools benefit/future planning)

Regular Monitoring

- Journal looks at the end of half terms where units have been taught in school
- Pupil Voice
- Pop in to DT lessons to catch glimpses if able
- Resource checking
- Communication with the staff

Impact

Provide opportunities to explore, research, experiment and design new products; developing skills in the process.

Pupils will leave KS2 with a sound knowledge on food and nutrition and how they can prepare a variety of meals safely at home.

Pupils will be able to improvise, adapt ideas and overcome problems. The children will understand that it can take time to reach a goal or outcome and there will be challenges along the way. They will feel supported and secure in making mistakes and do not aim for perfection.

Children will recognise where their learning and skills will be useful outside of the classroom.

They will be able to express creativity through their designs and become more socially confident to give their opinions; along with learning to work under time and resources constraints either independently or collaboratively. They will also be confident enough to question ideas and products – understanding that nothing is perfect and that's ok.