Together Everyone Achieves More

Through…..Loving learning, loving each other and loving life itself
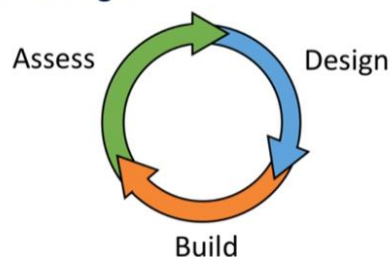
AGAPE: The Good Samaritan (Luke 10: 25-37)

North Curry C of E Primary School
DT Intent, Implementation and Impact Statement

Intent – our agreed ways of working

At North Curry Primary School, we aim to provide a high-quality, Design and Technology curriculum, following Curriculum Maestro. This inspires children, 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 and runs throughout all planning. This 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 process, time is built in to reflect, evaluate and improve on prototypes using design criteria throughout to support this process. Our curriculum promotes spiritual development by encouraging the children to consider the awe of human ingenuity and providing opportunities 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.

Implementation – everyday delivery

Design and Technology 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, lesson plans and resources help children build on prior knowledge alongside introducing new skills, knowledge and challenge.

For each project, children might consider the user, the purpose, functionality, design decisions, innovation and authenticity. Children are taught to work safely, using tools, equipment, materials, components and techniques that are appropriate for the task.

The revision and introduction of key-vocabulary is built into each lesson. This vocabulary is included in the topic knowledge organisers alongside other key knowledge and information which are referred back to regularly throughout the topic and are placed in books to ensure that children are allowed opportunities to repeat and revise this knowledge.

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

Impact – How are we making a difference?

Children's progress in Design and Technology is demonstrated through regularly reviewing and scrutinising children's work over time. Evidence is obtained by considering outcomes and products, observing processes and techniques. Our children are encouraged to assess and evaluate their own work and that of their peers. Conversations will take place between children and teachers throughout the design and making, and evaluation process. These conversations might be whole class, group or 1:1 and will feed into the processes of reflection and evaluation. Floor books and topic books are used to document children's observations and comments, designing and making and evaluations. Discussions with children from each year group take place regularly each year to gather pupil voice and understanding about the subject from their perspective.

Teachers use ongoing discussions with individual children and information gathered during Design and Technology projects to provide careful feedback, questioning, explanation and support to suit each individual child's needs. For each project and topic of learning, teaching staff review the children's progress in relation to curriculum expectations. Opportunities for teachers to meet to review children's Design and Technology work across the school and to 'standardise' judgements are built into the school calendar.