Intent

Design and Technology nurtures pupil's imaginations and creativity combined with real world problem solving skills. Throughout the teaching of design and technology we hope to inspire the children's ability to communicate their own ideas, their own solutions and their likes and dislikes.

We ensure children are given time to explore and reflect on current products, collaborate and create mock-ups of mechanisms, and finally use their discovered knowledge and understanding to design and make their own products. We allow children the opportunity to select appropriate materials, tools and techniques for creating their product, whilst following health and safety guidelines. We ensure all products reflect the six principles of D&T; there is an intended **user**, there is an intended **purpose**, it has **functionality**, children are able to make **design decisions**, children are able to **innovate**, and the product is **authentic**, believable and meaningful to themselves and others.

Furthermore, we also aim to nurture enjoyment, satisfaction and purpose when designing and making 'solutions' for the 'problems'.

Implementation

The teaching and implementation of the Design and Design Technology Curriculum at Broadway Infant School is based on the National Curriculum and supported by our curriculum breakdowns and progression of skills documents, ensuring consistent approach to this creative subject that builds on skills and knowledge from year to year.

To support the teaching and learning of D&T in KS1, we use D&T Association where teachers can find resources to support their own CPD and teaching as well as guide the sequence of learning. Play Projects are guided and reflective making sessions used in Reception, which are based around play and focus on making props for characters to develop storylines around and enhance play.

Presentation and Recording
- Art and Design Books/Portfolios
- All books should have a marking policy stuck in the inside cover.
- A sticker with the learning objective and date (may be added by the children) is stuck in the books
- Teachers should make use of a **range of methods** to capture children's learning, including: photos, quotes from children; observation; and children's written work.

Coverage:
- Curriculum breakdown and the progression of knowledge and skills show how the subject is planned and sequenced.
- In KS1 lessons take place on average once a week for an hr each session, 3 half-terms a year. In EYFS D&T skills are taught either as explicit lessons, adult-led activities or within the children's child-led play.

Environment:
- Children's work is displayed in the classroom to share with parents at the end of each term.
- In KS1 resources are available during all D&T lessons and are stored in labelled boxes for teacher to find them easily. In EYFS, all resources are available for children to use daily. Special equipment that need adult modelling and supervision are kept away from children for their safety.

Assessments:
- **At the beginning of each topic:** the children will be given an opportunity to show what they already know about the topic and the teacher will use this, alongside their knowledge of prior learning in the subject to adjust planning and next steps.
- **At the start of each lesson:** Children will participate in a review, recall and remember discussion which support the children to recall and discuss learning from the previous year, term and lesson.
- **Within each lesson:** Assessment for learning strategies (questioning, oral feedback, self-assessment, peer assessment, observations) are used to adjust the teaching and learning for both individual pupils and the class as a whole. Class teachers will note areas of difficulty/misconceptions and make adjustments within the lesson or the following sequence of lessons to address these.
- **At the end of each lesson / unit:** teachers will use a tracker to identify children who have not met the learning objective within lessons and those who have demonstrated mastery. This tracker gives an overall assessment of the children within the topic assessed against the learning objectives covered.
- **At the end of the year:** In the summer term, teachers use their assessments from all the units of work to make an overall judgement upon whether each pupil is working at, above or below the expected level and reports this to parents.

SEND / Vulnerable Pupils
- SEND Strategies for use in Quality First Teaching and Support Plans document details support for SEND / vulnerable pupils in all curriculum areas.
- Individual SEN pupils have their own support plans and targets.

Impact

To gain an overall picture of attainment in D&T across the school, the subject leader regularly undertakes a range of monitoring learning walks, book scrutiny and a review of planning. They also analyse the assessment data and identify areas where the subject needs to be further developed.

Each child is given an Arts and Design portfolio book which includes a yearly example of children's work. Each year, teachers put in work which shows the learning in each term as well as evidence of work leading up to unit of work, including a self-evaluation. This gives a view of their child's progression through the 3 years at our school. Children are encouraged to reflect on their work and that of others, developing their appreciation of art and notice areas for development within their own work.

Information is gathered through pupil voice questionnaires, allowing children to have their say on our Arts and Design Technology curriculum as well as time for them to self- reflect on their own capabilities and areas for improvement.

Parents are given time to enjoy their children's creations and reflect with them during class end of term drop-in sessions and their comments and ideas can be used to enhance our planning and teaching.