



The National curriculum states that:

“Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.”

INTENT:

In line with the aims of the National Curriculum for Design and Technology, at Tweedmouth Prior Park we aim to:

- Provide a rich and purposeful Design and Technology curriculum across all year groups to develop lifelong skills for a constantly changing society.
- Encourage and celebrate the natural abilities that every child possesses in this curriculum area
- Encourage children to evaluate, create and design products with a real life context for learning
- Enable children to express their ideas, feelings, thoughts and experiences in a positive way and promote enjoyment in all design activities.
- Help children to develop skills and knowledge of materials, tools and techniques, so that ideas can be generated, undertaken and completed with success
- Support our children to develop their understanding and importance of nutrition
- Provide our children with opportunities to learn cooking skills and techniques.
- Promote and encourage vocabulary to support children to communicate confidently and develop aesthetic judgements applied to their own work, others work and to the world around them
- Provide opportunities to use cross curricular links to enhance the children’s natural desire to explore designs, materials and structures.
- Provide our children with opportunities to learn about the work of others and understand the historical and cultural development of their art forms including engineers, designers, chefs and architects.

IMPLEMENTATION:

At Tweedmouth Prior Park First School, we believe that children learn best when the curriculum is creative, stimulating and provides challenge, ensuring progress in the long, medium and short term. It is also important that design and technology promotes progression through the children's own abilities to design, create, try out, evaluate, develop or change ideas, to encourage confidence, initiative and self-led learning.

When planning at Tweedmouth Prior Park First School, staff use the skills progression documents within each key stage to inform both long term and medium term planning. This ensures that the correct progression of skills is covered as well as providing opportunities for the children to retain and recall information, which is central to improving memory, knowledge and learning.

Long-term planning

At Tweedmouth Prior Park First School we believe that design and technology should be planned in conjunction with our topic theme for the term or half term. This ensures that learning links are made and that children make connections across the curriculum. Our long-term planning aims to balance the teaching and learning of DT with that of art. Work undertaken within the Foundation Stage is guided by the requirements of the Early Years Foundation Stage Framework and the recommendations set out in the Early Years 'Development Matters' document. A set planning pro forma is used by all staff when completing long term planning which is included in our composites and components.

Medium-term planning

Medium-term planning is carried out on a half-termly basis. Teachers select objectives which ensure coverage of curriculum links. Online schemes are often referred to across Key Stage 1 and 2 for objectives where the learning ties in with our key stage topic. Within Early Years, the Development Matters document is used as guidance to plan for learning within the Specific Areas of Physical Development and Expressive Art and Design. Across all key stages, DT is sometimes planned to enhance or support cross curricular learning. This may take the form of outdoor learning/subject mastery activities. Teachers are responsible for generating medium term planning overviews using the school's set pro forma and ensuring that these are made available on the school website.

Short-term planning

Short-term planning is carried out on a weekly basis. Individual teachers are responsible for the planning of thoughtful and stimulating weekly lessons for their classes. The school does not have a set pro forma for short term planning but for DT, a flexible 'work in progress' approach is important when planning to allow for the rethinking and reshaping of children's creative practice to grow and develop before final pieces are produced.

Teaching and learning

The Design and Technology curriculum at Tweedmouth Prior Park First school allows children to learn and develop new skills and techniques, be creative thinkers, make products that solve real problems and learn how to be resourceful, innovative and capable citizens as defined in the National Curriculum. Our teaching enables children to have opportunities to:

- Generate their ideas based on real problems and products they observe, explore, investigate and analyse
- Experiment with and apply their knowledge by selecting appropriate tools for their designs
- Modify their work in light of its development and their original intentions
- Relate design and technology to other areas of the curriculum
- Design and present work for display in our gallery.
- Enter their work into nationally recognised competitions.

Teaching Styles

At Tweedmouth Prior Park first School, we provide a mixture of practical work and theory within Design and Technology. We adapt the style to fit with what we are teaching:

- Children have the chance to work individually and collaboratively
- Children have the opportunity to look at (explore, investigate, observe, analyse) real products and talk about them with others
- Children have the opportunity to develop their design ideas and then talking with others
- Children are provided with a variety of materials, tools and resources for practical work
- Children are provided with activities which develop their experience of tools, techniques and language
- Children are taught to use tools safely and to organise and care for materials and equipment
- Children are encouraged to plan and revise their work, questioning, comparing and explaining ideas

Assessment

Assessment is regarded as an integral part of the teaching and learning process within Key Stages 1 and 2 at Tweedmouth Prior Park First School. The key sources of assessment in DT are:

- ❖ Use of Assessment for Learning, which includes observations, discussion and questioning of the children during their participation in DT lessons.
- ❖ Children set their own criteria and evaluate their own work and the work of others
- ❖ Informal annotations on planning
- ❖ Discussions with individual/groups of children
- ❖ The use of online schemes of work are referred to across key Stage 1 and 2
- ❖ DT subject assessment grids are completed (by teaching staff) at the end of a topic and at the end of the year to inform which children need extra support with specific skills.

In the Early Years, all members of staff are responsible for observing children as they interact in both child initiated and planned activities, making sure that each child is regularly assessed against the EYFS curriculum for Physical Development and Expressive Art and Design. Progress towards early learning goals in these Specific Areas of the curriculum is documented the children's Learning Journals and through observations and photographs recorded on the **EYFS 360 app**. Where appropriate, staff also use the development matters statements to identify possible areas in which to challenge and extend a child's current learning and development.

Marking and Feedback

At Tweedmouth Prior Park First School, we believe that children should be actively encouraged to participate in the marking process (in an age appropriate way), either through self and peer assessment opportunities, or through responding to teacher's feedback. This may be an immediate action in response to a teacher's oral feedback during the lesson or a written response to their ongoing project. Feedback and questioning will ensure a child is challenging themselves to think more deeply about the creative or skills process and move the child on in their learning.

Continuing Professional Development

Staff are encouraged to attend external training courses or development days advertised through the online E-Courier as well as the online video clips within some high quality schemes. We also involve all staff with policy and decision making.

Resources

Classes which have available storage, have a small range of equipment in their cupboards, but most DT resources are stored in a clearly labelled central cupboard. All cooking equipment is stored safely in the room where the children take part in the cooking process. Again, equipment is labelled clearly. Resources are audited, checked and updated annually. Areas of need are monitored, and equipment purchased in line with need using the school's subject bidding process. On occasion, resource requests are sent out to families for reusable and recyclable materials and some businesses occasionally offer materials.

Examples of materials/tools kept in the central cupboard:

- ❖ Wooden wheels
- ❖ Match sticks
- ❖ Binka
- ❖ Hessian
- ❖ Plastic
- ❖ Cardboard
- ❖ Straws
- ❖ Wadding
- ❖ Hole punches

Food safety and hygiene

Only staff with food hygiene certificates are able to lead cooking lessons. Staff without certificates are only able to support the children in their design and evaluation stage.

Monitoring and evaluation

Monitoring of the development of children's skills, quality of teaching and curriculum coverage is the responsibility of the DT subject leader. It involves work scrutiny, learning walks and discussion with both children and teaching staff. It is the responsibility of the DT subject leader to produce an annual action plan in order to effectively plan, monitor and evaluate the development of the subject across the school.