

Design and Technology at St Michael's

Design and technology is part of the wider curriculum at St Michael's. Through design and technology we aim to develop further the creative, technical and practical expertise that can be used in everyday tasks; as well as helping children to achieve in the increasingly technological world. We intend for children to use what they learn and practise in both personal ambitions, as well as those of our community and the wider world. Cross-curricular links are made to further enhance and embed learning.

Intent

Academic The design and technology curriculum is ambitious and aims for every child to achieve their academic potential within it. Children have the opportunity to work through a process; research, practise, design, plan, make and evaluate. As well as subject knowledge, skills and understanding; the design and technology units of work make links to other areas of the curriculum. Links are also made to real life application to help prepare children for the ever-changing future. Creativity is celebrated and all units of work allow children to make their own journey to achieve the project outcome. Many children with special needs thrive in this subject.

Character At St. Michael's we recognise the fundamental interdependence of developing children's character and academic success. Design and technology allows children's sense of achievement to flourish as they apply skills to create a finished working product. Children celebrate their successes with one another and often the wider community too. For example, in year 4 they make a torch for someone else that meets another person's needs. In year 6 children are encouraged to reflect on World War One and create an alarm that would have warned soldiers of intruders. In year 3 children prepare and make food for the wider community at the summer fair. Within design and technology children are encouraged to evaluate their work and others' work and make thoughtful reflections thus promoting positive personal virtues.

Behaviour Keeping safe and working safely runs through the design and technology curriculum. Safe working is always paramount in lessons, this

includes preparing food hygienically. Evaluating work in design and technology promotes consideration of other children's views. Children are encouraged to be honest but mindful with their feedback. Often working practically develops children's well-being and personal relationships with one another.

Implementation

After an audit of design and technology in the school (summer 2020) a new curriculum was developed.

In September 2020, a new design and technology curriculum was introduced to staff. A road map and medium term plans were shared. These ensure a broad range of content, high expectations and progressions of skills. DATA resources were used to create the medium term plans to ensure children are well prepared for the design and technology expectations as they move onto secondary school and for the future too. Staff received training on children with special needs to ensure that the design and technology curriculum is inclusive for all.

Impact

We use formative assessment to assess the children's knowledge and understanding in design and technology. Staff and children are encouraged to photograph work to evidence learning in lessons. All stages of work can be photographed (research, skills practice, designing, planning, making and evaluating).

Monitoring by the subject leader involves discussions with staff, photographs of work and will incorporate lesson drop ins when possible.

End of upper and lower key stage 2 assessment grids will be used this year to evaluate where children are in relation to the recently developed curriculum to measure where they are in terms of age related expectations.