



Why you teach it - your purpose of study

At Audlem, we want all our pupils to have the opportunity to develop their skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. Design and Technology helps the children to use Maths and English and indeed other compulsory subjects on the curriculum in a fun manner and put these subjects into context making them easier to digest and more understandable to younger primary age pupils.

DT gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products. We feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.

It encourages children to think about important issues and to express themselves and develop an understanding of themselves the world around them. Children will be able to develop their motor skills, language skills, social skills, decision-making, risk-taking, inventiveness and creativity from working together. This means they will become increasingly competent, confident and resilient. DT provides challenges for learners at all levels. We customise our curriculum to meet the unique needs of our Audlem children providing opportunities for enrichment and enhancement through an intellectually and creative curriculum.

INTENT

What you teach - your programme(s) of study

We believe that high-quality DT lessons will inspire children to think innovatively and develop their planning, designing, assessing and evaluation skills. Our DT curriculum provides children with opportunities to develop their skills using a range of media, materials and tools. Children learn the skills using cooking and nutrition, textiles, mechanisms and construction. The skills they acquire are applied to their cross-curricular topics, allowing children to use their DT skills to develop their own products. DT contributes to children's personal development in independence, judgment and self-reflection. It also enables them to create take care work which links strongly to our school values. It is paramount that DT work be purposeful. We follow a research-design-make-evaluate process. All teachers have a clear sheet of vocabulary for each group to be taught during D&T lessons which enables progression of language from Reception to Year 6. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In DT, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

IMPLEMENTATION

How you teach it - your delivery of the above


Teachers plan DT carefully using the objectives that form our medium term plans, which are then transferred onto our curriculum map. Teachers are able to see what skills and knowledge have been taught previously. From this they are able to create a knowledge organiser which outlines knowledge and skills (including vocabulary) that children should master. Teachers are then able to design a cycle of lessons for each subject, which plans for progression and depth. They will create a way for DT to be displayed or shared to celebrate the pupil's work. We carefully plan exciting, interactive D&T days to enthuse the children. 'The Great Audlem Bake Off' was a huge success and engaged the children in the 'food and nutrition' element of D&T. We plan cross curricular STEM activities to enable children to make links in their learning to other areas within the curriculum as well as real life situations.

IMPACT

So what - your evaluations of the above

Our DT Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through: a reflection on standards achieved against the planned outcomes; a celebration of learning for each term which demonstrates progression across the school; assessment of the skills and knowledge with our assessment ladders and pupil discussions about their learning. Children are able to confidently explain what they have been learning about in D&T and they are excited and proud of what they have achieved. Pupils enjoy their work being displayed and love sharing what they have made with their families when they take their designs home.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:



Developing
Secure
Embedded

** Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
Ensure all pupils are being appropriately challenged across the curriculum.	To increase the opportunities for Cooking and Nutrition across the school. To collect high quality evidence for the D&T work done across school. To expose children to a wide range of vocabulary through D&T.	Develop the opportunity to visit Brine Leas to utilise their resources/expertise.

** The table above should list the actions you have taken, or plan to take, to develop the subject further i.e. a summary of your action plan.*