

 INTENT: We aim to... 			Subject on a page- DT		
Inspire children through a real-life context for learning.	Encourage children to be enthused by engineers, designers, chefs and architects.	Encourage children to learn to think and work creatively to solve problems, both as individuals and as members of a team.	Deliver a range of projects that ensure children can create projects in a range of areas: mechanics, structures, textiles, electronics etc..	Involve every single child in designing and making products that solve real and relevant problems within a variety of contexts.	Link work to other subjects such as mathematics, science, computing and art.
 IMPLEMENTATION- How do we achieve our aims?					
Planning: We follow the Cornerstones Maestro scheme which provides DT projects at least every other term. The design and technology projects are well sequenced to provide a coherent subject scheme that develops children's designing, planning, making and evaluating skills. Each project is based around a design and technology subject focus of structures, mechanisms, cooking and nutrition or textiles. Where possible there are meaningful links to other areas of the curriculum. Each project follows a structure where children are introduced to key concepts and build up knowledge and skills over time, using a more comprehensive range of equipment and building, cutting, joining, finishing and cooking techniques as they progress through school. Children build up their knowledge and understanding of the iterative design process. They design, make, test and evaluate their products.			Recording: Due to the practical nature of design and technology, evidence of work undertaken by children can be in the form of teacher's notes or as a photographic record. Samples of the design process and end product are also valuable evidence. Where possible works in progress and end products are displayed.		
Assessment: The impact of the DT lessons can be monitored through both summative and formative assessments. In design and technology, teachers assess children's progress by making observations during lessons and discussions and evaluating end products, as well as with discussions with pupils. Teachers make progress judgements against learning objectives. Knowledge organisers can also be used to assess children's recall of key vocabulary and knowledge. At the end of a unit, children review their own and each other's work, focusing upon an evaluation of the finished product and how effectively it meets the learning objective.			Vocabulary: Developing the use of the correct vocabulary is crucial in technical subjects such as DT. At the beginning of a unit, children will be exposed to new language, and will be expected to use this language in their lessons. Teachers will reinforce vocabulary in all lessons. In EYFS 'Did you know?' and key vocabulary sheet are displayed and referred to throughout the topic. In KS1 and KS2 'Knowledge organisers' are available for each unit to support recall of key facts and vocabulary. A glossary and word mat are also available to use for each topic. Vocabulary is progressive and is built upon each year. Vocabulary can be revisited to ensure that it is embedded.		
Progression in Knowledge and Skills: At DOB, we use Cornerstones knowledge and skills progression document, which is used for planning, to ensure sequenced and appropriate content for specific year groups, as well as a build up of knowledge and skills..			Values: Respectful: We support and help each other. Aspirational: We strive to challenge ourselves so that we can experiment, invent and create our own products. Caring: We will recognise how to sensitively respond to others when offering evaluations of each other's work. Integrity: We will work collaboratively. Creative: We show resilience and confidence when problem solving. Community minded: We enjoy learning about technology in our community and the wider world.		
SEND: DT is an inclusive subject and children can expect full access to DT lessons. We encourage teachers to carefully plan DT lessons to ensure every child is able to design, create and reflect. SEN children will have access to support, peers and the teacher if required. SEN children with sensory needs may find more pleasure in DT lessons and we encourage teachers to be mindful of this when planning units.			EYFS: Children in EYFS are exposed to as much DT as other classes, and benefit greatly to this early exposure to language, designing and creating. We offer three units of DT in EYFS: structures, food and nutrition, structures and textiles. Although the children may work in large or small groups the guiding principles of DT are still there: designing and making to fit a brief, with time to build and reflect at the end.		
 IMPACT: How do we know we have achieved our aims?					
There is a range of finished work, products and photos around school.	Children can recall key language, skills and learning from previous units.	Children feel empowered to execute their own ideas and designs, based on an initial enquiry.	Rich vocabulary is heard throughout school: improve, design, skills, user, diagram etc...	Children have an awareness of their end user, the environment and sustainability.	Pupil voice questionnaires allow us to consider and make improvements to children's learning and experience of DT.