

Westonzoyland School & Pre-School

Design & Technology

Intent, Implementation and Impact statement

Intent

Our approach to Design & Technology intends to provide children with a nurturing and supportive environment led by inspiring staff that enables children to explore and experiment; encouraging them to develop confidence whilst challenging them to improve their skills and widen their knowledge in a range of design and technology contexts. Through involving the school community, such as parents and local interests, children's learning will have a meaningful context and seen to be valued and celebrated by the wider community.

Through the facilitation of our school's adopted scheme of work, Kapow, children will be successful in meeting the national curriculum end of key stage attainment targets, informed by formative assessment.

Implementation

A sequence of learning, covering a specific area of Design & Technology, will demonstrate a progressive sequence of skills and knowledge developed over time, as laid out in the Kapow long-term plan.

Each year group will have the opportunity to explore a range of areas. In Key Stage Two, children will address each area over two years due to the number of units and other commitments on the timetable.

Our skill-based curriculum enables sequences of learning to be flexible whilst also reflecting children's interests, creativity and thought processes. This enables children to develop their projects using taught skills, whilst demonstrating their knowledge.

Learning will be differentiated to meet the needs of less confident children, as well as provide opportunities to challenge the more confident members in a group, ensuring that all children can access and enjoy each learning opportunity.

The introduction of specific vocabulary within a lesson is an important aspect of our approach to Design & Technology, with children learning and becoming familiar with a broad range of language. Progressively through the school, children will use this vocabulary to develop their knowledge of their own skills and techniques, as well as being able to talk about their projects confidently.

Timetabling of Design & Technology is flexible, adapted to suit the needs of the class as well as the type of Design & Technology taking place. Some classes offer a weekly session, with skills developed over time. At other times, teachers find blocking several sessions together beneficial so that children can continue on a longer, more complex project, over a week, for example.

We aim to enhance children's experience of Design & Technology by involving the wider school community, inviting parents to participate in design projects, such as our carnival cart making, an important theme in our local community during the Autumn term.

Impact

The very nature of the positive environment in which learning takes place enables children to develop the confidence to continually be reflective in their work process. Their self-evaluation of their learning, awareness of how they can improve their work, as well as its strengths, enables individuals to take an active part in their learning journey, aiding staff with both formative and summative assessment.

With clear learning objectives for each session, teachers will have a clear measure to assess against, recognising whether an individual has met those objectives, exceeded, or need further development.

It is expected that children will be able to:

talk about their learning process through a unit of work using

- appropriate subject specific vocabulary.
- talk about artists and how their work influences their own pieces.
- what they learned through exploration and experimentation of mediums, skills and techniques.
- talk and reflect on a final piece of work where this knowledge is applied.
- meet the expectations of end of key stage national curriculum statements for Design & Technology.