Springcroft Primary School- Design and Technology Intent, Implementation and Impact Statement

Intent
At Springcroft Primary School, we intend to build and deliver a high-quality Design and Technology curriculum, which fosters the enjoyment, satisfaction and purpose in designing and making products and in learning how to cook. Through the acquisition of appropriate knowledge and skills, we aim to develop children's creative, technical and imaginative thinking so that they can design innovative, thoughtful products for a range of users. Children will have the opportunity to apply their growing body of knowledge and skills in order to design, make and evaluate their own ideas and products. They will also understand how to apply the principles of nutrition and learn how to cook independently. Our aim is for children to become resourceful, innovative and competent young designers, who are given the opportunity to explore their own ideas and develop the creative and practical skills required to solve real and relevant problems.
Implementation
To ensure high standards of teaching and learning in Design and Technology, we implement a curriculum offer that is progressive throughout the whole school. Progression in skills and knowledge are clearly outlined in our Design and Technology progression grid, which maintains strong links to the National curriculum and The Design and Technology Association. Design and Technology is taught as part of a termly topic and each project should follow the design, make, evaluate process. Teachers use the progression grid to complete a suitable project using the knowledge and skills suitable for their project. Our Design and Technology curriculum is divided into five categories: Structures, Mechanisms, Textiles, Electrical Systems/Computing and Cooking & Nutrition. Each year group will complete at least one cooking project and two projects from the other categories ensuring all phase objectives are covered by the end of their design and technology exposure. One project will be taught by the (HLTA) as part of PPA cover and Two by the class teacher in KS2. Two projects will be be taught by the HLTA and one project will be taught by the class teacher in KS1. Where appropriate, we make cross-curricular links so that projects have a meaningful context and build on children's knowledge in other subjects. In order to plan for repetition and building of prior knowledge, teachers are expected to know what has been taught previously as well as having a secure understanding of what needs to be taught. Subject coordinators are allocated half a day per half term to monitor the subject closely across the school and ensure teachers are equipped to teach the subject to a high standard. Formative

assessment takes place continually throughout the year: assessment for learning is used to ensure lessons are pitched appropriately and to inform future planning.
Impact
Our Design and Technology curriculum is planned to demonstrate clear progression. Thoughtful planning of progression enables children to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. All children will leave Springcroft equipped with the skills to prepare and cook a meal as well as understanding the importance of a healthy and varied diet. Children will be able to apply their knowledge, understanding and skills to design and make products of increasing quality. They will also understand that designing and making is an interactive process and will develop the skills to evaluate and improve their products throughout and following a project. This will be evident through pupil voice, where children will confidently be able to talk about the skills and knowledge they have acquired and work will display the range of topics covered and clear cross-curricular links. At Springcroft, we are aware that a high-quality Design and Technology curriculum offer makes an essential contribution to the creativity, culture and well-being of every child now and in later life.