

Inspire children to 'own' their projects, pushing the boundaries of what is, and what could be.

Build the children's skills, while still giving them freedom to design and create their ideas.

Develop pragmatic thinking in our learners; they will be encouraged to reflect on their work and suggest improvements.

Deliver a range of units that ensure children have the opportunity to create projects in a range of areas: mechanics, structures, textiles, electronics etc..

Pique the 'environmental' interest of our learners: how do we create and sustain, building a better future?

Involve every single child in designing, creating and evaluating; ambition and imagination will be the drivers in DT.

IMPLEMENTATION – How do we achieve our aims?

Planning:

We have made a significant investment into KAPOW resources, which allows us to plan and deliver a rich and purposeful DT curriculum. This means we can deliver learning within all main strands of DT: textiles, mechanisms, structures, digital, electronic and food technology. All units begin with an enquiry question, meaning children immediately know why they are designing, who for, and under what parameters. Consideration is given to the end user, sustainability, cost and practicality.

Recording:

All seven classes enjoy DT units, meaning we like to showcase the children's work in school. No longer do we rely on a finished product; we encourage each class to build a portfolio of ideas, sketches, photos, jottings and design sheets, but in a manageable way. Work is always showcased, but we also take pride in the journey the children take. With this in mind, each class has a DT scrapbook, in which you will find a range of interesting work and ideas. We have found that the children love flicking through the book after the project is finished.

Assessment:

Children are regularly assessing their own work in DT, whether that be testing a design, peer-assessing work, or pitching an idea to the class. Assessment by the teacher is meant to provoke thinking, analysis and improvement. Our learners will develop their critical thinking by analyzing their own designs, comparing their work to their design and brief, and suggesting their own improvements. Assessment in DT is fluid, live and constructive. Teachers assess the children in many ways: vocabulary usage, diagrammatical accuracy, attention to detail, application of skills etc...

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. Our KAPOW schemes support our commitment to using technical vocabulary to further learning and encourage independent thinking.

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: food and nutrition, structures and mechanisms. Although the children may work more as a large group, the guiding principles of DT are still there: designing and making to fit a brief, with time to build and reflect at the end.

Values: 'SHINE LIKE STARS'

Love others: *we are all creative in different ways* **Reach out:** *help those who really need it*
Everyone join in: *together we achieve more* **Never give up:** *'Nothing worth having comes easy'*
Always do your best: *set high standards for yourself in all you do*

SEND: DT is a wonderfully inclusive subject and SEN children at Lowdham 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. Our KAPOW units are easily adapted to suit SEN children.

IMPACT – How do we know if we've 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.

Scrapbooks and portfolios are full of interesting and useful work, photos, ideas and sketches.

Children have an awareness of their end user, the environment and sustainability.

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...