Design & Technology at Kempsford

Intention, Implementation, and Impact.

Now, more than ever, we are living in a digital world, where society is held together by the advancement of technology. It is therefore of the upmost importance, to provide our children with the experiences and skills required to support their development in this modern world. At Kempsford we strive to provide our children with the most effective, and advanced design and technology learning that we can, to ready them for life outside of school.

Our vision for a well-rounded Design & Technology education is strongly underpinned by our six core values: Respect, Care, Perseverance, Forgiveness, Trust, and Friendship; and is implemented with the support of our 6 key learning skills - STRIKE (Speaking & listening, Teamwork, Research, Independence, Can-do, and Evaluate).

At Kempsford primary, we endeavour to develop geography in the following ways:

Date developed: September 2020   Review date: August 2021   Subject leader: Mr Field

Intent	Research	Implement	Impact
1. To design, build, and continuously develop an enriched curriculum that supports teachers in their practice, and children in their learning and development of design and technology.	Detailed planning, underpinned by an insightful, well developed curriculum is essential for effective teaching. Teachers must have clear objectives for each lesson, in order for the lesson to be productive, and to support children's development (Zahorik, 1970).*	**Curriculum development** To ensure the teaching of design and technology is up-to-date with modern advancements, the curriculum will be frequently reviewed and developed. In doing so, it will continuously support teachers in their teaching of design and technology, and will ensure children develop essential knowledge, understanding, and skills that they will carry with them through their education.	Teachers will have a foundation from which they can plan and teach. This foundation will support teachers and ensure children receive the highest quality design & Technology education possible.
2. To progress the knowledge of the subject leader and all teaching staff in order to provide quality first teaching.	In what is an ever changing world, ensuring all teaching practitioners have frequent CPD training is essential to	**Subject leader and teacher training** To maintain effective, quality first teaching of design and technology, the subject leader and teaching staff will	Teachers will feel more confident in the content and style of teaching they are to use, when providing

	developing their teaching practice. A study by Day & Sachs (2004), found that continued CPD training had a direct, positive impact on the curriculum and pedagogy, while instilling a sense of efficacy within the teaching staff. In the same study, teachers also contributed improvements in their communication with students, to the frequent CPD training they had received.	undergo Continual Professional Development (CPD) training, and receive frequent feedback in relation to their teaching of design and technology. This will include termly teaching observations, learning walks, regular feedback, and book security where appropriate.	Design and Technology education to their children. Subsequently, children will receive an excellent Design & Technology education, administered with modern teaching methods.
3. To ensure there is continuity in the teaching and learning journey's throughout the school; including the effective teaching of key skills and the implementation of specific vocabulary throughout EYFS and the key stages.		**Ensuring continuity and coherence throughout the school** The subject leader will ensure planning is appropriate, and is evidence of continuity in the teaching of design and technology between EYFS and upper key stage 2. This will also be assessed termly though the use of teaching observations, book scrutiny, and learning walks where appropriate. Termly feedback will be given to ensure the learning journeys are being adhered to and that there is a high level of quality first teaching.	A clear learning journey from EYFS to upper key stage 2 will support all children in their education while at Kempsford. This natural progression will provide children with consistency throughout their education, supporting them as they develop.
4. To plan and teach well-structured design and technology lessons enriched with practical experiences, designed to support children in developing skills from across the design and technology curriculum.		**Developing knowledge, understanding, and skills** Children will be taught the importance of design and technology, its history, and relevance to our modern world. Children will learn about a range of design and technology topics including cookery, woodwork/construction, and	Through clear planning, and excellent teaching practice, children will experience a high-quality Design & Technology education. This high-quality Design & Technology education will provide them with knowledge,

| | | textiles. As part of their learning journey, children will also develop a selection of skills that will support them in achieving their learning objectives. Most learning journeys will involve a designing/planning phase, the creation of the product they have designed, and a review of the product they have created in order to improve it.

As explained at the beginning of this document, the teaching of Design & Technology will be underpinned through our six core values; children will be taught to think and work thoughtfully, considering where around the world their products could be useful and how etc… This will be implemented through STRIKE, where children will have a learning skill to develop each term, such as 'Tommy Teamwork'.

For children in EYFS, we endeavour to engage them in Design & Technology through the physical exploration of materials and ingredients appropriate for their age. Supporting them through the learning journey of designing, creating, and reviewing a product that they have drawn or spoken about. | understanding, and skills that they can take with them through the rest of their education and into adult life. |

		All SEND, EAL, and vulnerable children will be supported appropriately, though TA and teacher guided sessions. These children will also benefit from scaffolding, and access to additional resources. Children will also be taken into the local community to test their products or research their products, where appropriate.	
5. To engage children with up-to-date, high quality resources, and equipment in all areas of design and technology.		**Use of quality resources** It is imperative for the effective teaching of design and technology that the children have fully working, high quality resources. Therefor all resources will be checked bi-annually by the subject leader to ensure they are in full working condition, and meet the needs of the children. All children will be given the opportunity to use the resources available to them in order to create/build the products they have designed.	Children will benefit from the use of high-quality resources, supporting then through their Design & Technology education. By learning how to use these resources effectively, children will go through their education and into adult life with invaluable transferable skills.

As a school we endeavour to provide excellent teaching of Design & Technology, underpinned by a well-developed, enriched curriculum. We aim to improve children's understanding and knowledge of the subject, its history, and its uses within modern society. Through well-planned lessons, children will gain and develop the skills required to plan, undertake, and review a Design & Technology project. Through a well-structured curriculum, taught by excellent teachers, we endeavour to have children leaving upper key stage 2 as well-rounded, competent practitioners of Design & Technology; achieving at least age-related expectation.

Learning journey

A typical lesson might follow the following format:

- 'wow' hook, or a recap from the previous lesson.
- Engaging introduction to the focus of that lesson – presenting the children with a 'problem' that needs solving.
- Planning/designing a product to help solve the 'problem'.
- The teaching of key skills, essential knowledge, and vocabulary.
- Creating the product they have designed and planned – using previously taught key skills, and applying their knowledge and understanding.
- Testing their 'final' product, and assessing its functionality.
- Assessing and reviewing (including peer assessment) their 'final' product.
- Next steps – re-evaluating and improving their product design, or presenting their 'final' product.