

What does Design and Technology look like at Pennington?

Intent

Design and Technology is a crucial part of school life and learning so we are dedicated to the teaching and delivering a high-quality Design and Technology curriculum.

This is implemented through:

- Fulfilling EYFS and National Curriculum requirements.
- Developing transferable knowledge, skills and understanding explicitly within DT lessons and in the wider curriculum.
- Being consistent and offering challenge to all children.
- Teaching a well thought out, yearly overview of the DT curriculum which allows for clear progression across all year groups in all areas of DT (textiles, mechanisms, structures, food and electrical systems).
- Being flexible and responsive to the needs of all learners.
- Celebrating progress and making sure children know how to move on their next steps
- Addressing the principles of designing, making and evaluating and incorporating technical knowledge and understanding in relevant contexts.
- Assessing after every unit of work using the class emerging/expected/exceeding grids.

Implementation

We implement this by:

- Careful, progressive planning across school ensuring that the EYFS and national curriculum objectives and requirements are met.
- Committed staff members applying a consistent approach to the teaching of DT using the Kapow scheme of work.
- Ensuring that DT is a key ingredient of the wider curriculum and it provides opportunities for mastery and deeper learning of core values.
- Class teachers having a thorough knowledge of the children in their class so that their planning and teaching is responsive to the needs of that class and gaps are filled when discovered.
- Promoting, practicing and developing independence and team-work alongside high expectations and pride in our work.
- Supporting and encouraging regular CPD opportunities for staff.
- Deploying support staff effectively.
- Introducing children to specific designers, chefs, nutritionists to help engender an appreciation of human creativity and achievement so as to increase the cultural capital.

Impact

The impact of the above has been:

- The subject leader and SLT have a clear whole school picture to prioritise and plan for improvement, ensuring all children make at least good progress.
- Each teacher completes a map at the end of each half term showing children at below, expected and beyond levels
- Pupils whose progress is slow is detected quickly and appropriate support/ intervention is provided. Regular monitoring of the impact provides information and data which will be responded to ensure continuing progress. Learning journeys provide evidence and value progress in skills, knowledge and understanding.
- All children make expected or better progress in DT.



