THE FLITCH GREEN
ACADEMY
Learning for Life

Design and Technology

Subject Lead: Catherine Shakallis

'Design is not just what it looks like and feels like. Design is how it works.'
Steve Jobs
'The designer does not begin with some preconceived idea. Rather, the idea is the result of careful study and observation, and to design a product of that idea'.
Paul Rand

Intent:
At Flitch Green Academy we believe Design and Technology enables children to learn about the world we live in and develop a wide range of knowledge and skills. We want to be able to develop designers, engineers and technologists and unlock their potential, designing and making products for a specific user and purpose. Design and Technology gives all children the opportunity to reflect on what they have learned through their practical exploration and then to use this knowledge to design and make their own product. It aims to encourage children to take risks, to develop new innovative designs and to be reflective learners by giving them opportunities to evaluate their own work, as well as the design and work of others within school and the wider world. It helps children to think through problems creatively, how to organise themselves, use knowledge and skills to bring about change, and to shape the environment. We want children to develop a sense of enjoyment and pride in their ability to make, and an interest and understanding of the ways in which people from the past and present have used design to meet their needs.

Implementation:
The Design and Technology curriculum is designed by identifying the key skills, knowledge and understanding required by the National Curriculum, which is then planned to ensure that the skills are taught sequentially across the key stages, and that new skills build on and develop the skills taught in previous year groups.

At The Flitch Green Academy, we aim to provide a learning environment where children feel secure and creative in risk-taking, and children's design ideas and suggestions are valued. We want to provide learning opportunities for developing key competencies such as problem-solving, teamwork, negotiation, consumer awareness and organisation. Children are encouraged to evaluate their work to improve their own learning and performance, as well as develop and apply knowledge and skills from other subjects like art, science and computing.

We plan through experiences and Design and Technology units are implemented into the outcome of an experience, either as the actual outcome or part of the learning within the experience. Each year group has an area of DT per term to incorporate within their experience. Planning implements skills that can be learnt and developed at all levels and with opportunities for a deeper level of learning.
Design and Technology is a practical subject in which children play with and explore a wide range products and designs. They use knowledge from this exploration to create their own designs and they then use a wide range of materials and tools to build their own products. Each of the Design and

Technology areas are designed to be motivating and engaging for the children and inclusive of all groups of children. For children to have an opportunity to produce their best; tasks will be adapted by the work level offered (basic/advancing/deep), adult support, making sure manipulative skills are manageable, and selecting appropriate tools and equipment. Children will also be challenged through more demanding tasks such as more open-ended design briefs, rigorous testing of their products, carrying out independent research, and the possibility of having additional responsibilities such as leading a team or the running of a Design and Technology club to allow children to further develop their knowledge and understanding and help others. Opportunities for evaluation throughout the topic enables children to look deeper into their learning and reflect on what they have designed and made, and whether it has successfully met their own design criteria as well as the success criteria given.
As Design and Technology covers a range of skills, risk assessments are carried out where necessary depending on the tools required, and safe use of the tools and equipment will be shown by the adults working with the children. Glue guns will be used by adults and KS2 children under close supervision. When working with food – all equipment will be clean and in working order. Aprons will be worn by adults and children when working, with cleaning routines followed and ingredients identified. Any allergies will be taken into consideration.

Impact:
Our Design and Technology curriculum enables and encourages our children to becomes critical thinkers. They look at existing designs to analyse and assess its effectiveness and then they consider ways of redesigning and reconstructing it to improve its overall success. Through Design and Technology our children learn to take risks, become resourceful, innovative and enterprising individuals. Children learn to be passionate and excited by the designing and making of products including working with, preparing and tasting food. Learning is assessed through the analysis of the pupil's ability to evaluate, design, make and improve their own work and this will be seen through our experience outcomes.

Design and Technology is monitored through lesson drop ins, team teaching and support, as well as pupil voice. Discussions between staff and subject lead cover the units already in place and how these are working, as well as resources and areas that more support is needed for, or how the objectives can be met in an improved way. Over the course of the year, any unit changes that are needed are looked into to ensure the curriculum meets the needs of the children, skills are taught effectively and they then have the ability to build on the skills taught each year.

Assessment is constantly being carried out informally, assessing the depth of understanding of the key Design and Technology skills children have. Children have an Art/ DT book where work from experiences is collated. The subject leader will then collect a range of these for book scrutinises, as well as talking to pupils about their Design and Technology experiences and learning. Assessment then informs planning, identifying any gaps in knowledge or skills, ensuring that our children have every opportunity to develop as inquisitive designers and technologists. Children are also encouraged to make self-assessments of their own work through evaluating activities and identifying what they need to do to improve.
Insight assessment is used at the end of each term to assess whether children are working towards, have a basic, advanced or deeper knowledge and understanding of the subject. A more informative assessment process is being looked into to be able to identify more specific areas that children are developing well in, as well as those areas that need improving or skills developing.