

What does D&T look like at St. Luke's?

This is our philosophy:

- We believe design and technology is about designing and making products for a specific user and purpose. It involves children in learning about the world we live in and developing a wide range of knowledge and skills through designing and making.
- It helps children to think through problems creatively, about how to organise themselves and how to use knowledge and skills to bring about change and to shape the world we live in.
- Our children become informed users of products and innovators.
- Pupils design, make and evaluate products that solve real and relevant problems.

What a D&T lesson looks like in our school:

- Work both individually and as part of a team
- D&T readily accessible through continuous provision in EYFS/Y1 and bespoke opportunities also planned for in EYFS.
- Lots of talk—reasoning
- Problem solving throughout
- Mini plenaries to share misconceptions, pose questions, challenge ideas
- Children confident in selecting/using appropriate tools with increasing accuracy for making a product.

How does it work?

- We follow the Projects on a Page scheme where one project is taught each term.
- Children complete at least 8hrs of D&T each term.
- Learning is grouped into whole/consecutive days to offer greater coherence to learning.
- Focus on language with explicit opportunities for children to understand and apply vocabulary in context.
- Genuine, cross curricular links where children can apply knowledge from Art, Science, Engineering and Maths to raise standards in multiple subjects.
- All design, make and evaluate assignments provide learning opportunities for developing creativity through designing skills such as generating, exploring, modifying ideas through drawing, and modelling with materials.
- In the EYFS regular design and technology activities are planned; some initiated by children and some led by adults.

This is what we do:

- Staff are encouraged to use the scheme imaginatively and link to themes where possible, whilst ensuring that the learning objectives remain the same to ensure progression.
- Positive use of mistakes/misconceptions that are identified during live feedback. Children are always encouraged to critically evaluate decisions they have made concerning their project.
- Regular book scrutiny, learning walks & pupil voice.
- Whole school PD

This is what you might typically see:

- Children research and investigate products that have already been made
- From this, generating their own ideas for what their product might look like and what they want it to achieve.
- Design and make a product that suits an intended purpose or outcome
- Evaluate product and how it met its intended brief
- Children confident in using a variety of tools and resources.

This is how we know how well our pupils are doing:

- Internal tracking
- Teacher assessment/targets
- Marking and feedback
- Photo evidence of learning
- Targeted use of TAs – working with different groups of children

This is the impact of the teaching:

- Confident children who can talk about design and technology
- A love of D&T
- Depth of understanding and the ability to draw on knowledge from other areas of the curriculum