

At Princetown Primary, we are 'Inspiring Lifelong Learners in our Community' by providing them with a broad and balanced curriculum that will inspire and motivate pupils to have high aspirations; provide them with the tools to become assessment-capable learners and be socially responsible within the school and wider community.

Subject	Design and Technology
Overall curriculum	<p>Design and Technology is a motivational, robust and practical subject which develops a range of skills, transferable throughout the curriculum. Design and Technology encourages; creative and independent thinking, problem solving, questioning and research, purposeful designing, fine motor skills and the ability to effectively evaluate through reflective thinking and discussions. Design and Technology offers our pupils the opportunity to creatively problem solve both as individuals and as members of a team.</p> <p>Like our curriculum for art, it is important for children to see finished examples of products at the start of a unit of learning. This not only helps them to understand the steps to creating the product through disassembly but also to set success criteria for the making process. We believe it is important to link the products the children make, to their topic of learning. This makes learning more cohesive and meaningful, especially as the finished products are shown to parents in events like class topic showcases. We believe in valuing the children's work through display. Once again, discrete skills are taught and developed before being used to make finished products. We want children to be in awe of structures and technology and to have an understanding of how things work.</p>
Pedagogy	<p>At Princetown Primary School, we encourage pupils to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. Pupils are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.</p> <p>The Design and Technology taught at Princetown Primary School ensures pupils learn through a variety of creative and practical activities. We believe knowledge, understanding and skills are needed to engage pupils in an interactive process of designing and making. We encourage pupils through setting team and individual design and making tasks at school, in order to learn new skills, that apply and build on knowledge. This therefore allows them to think outside the box to use a range of resources.</p> <p>Where possible outcomes from the DT units of learning are linked to the topic to make learning cohesive eg making vehicles in the KS1 Truly Terrific Transport topic and boats in the To Infinity and Beyond topic.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p>
Assessment	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is used to monitor progress and to identify any child needing additional support as soon as they need it.</p> <ul style="list-style-type: none"> • Assessment for learning is used: <ul style="list-style-type: none"> - within lessons to identify children needing additional support. • Summative assessment is used:

	<ul style="list-style-type: none"> - Every term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the additional support that they need. - By SLT and scrutinised to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place. <p>Statutory assessment</p> <ul style="list-style-type: none"> • Teachers collect a portfolio of each child's DT work across the year. This is annotated and the data inputted into ittrack to build a picture of the child's art attainment. <p>A named member of the school governing body is briefed to monitor the subject.</p>
Culture	<p>We believe that in ensuring all pupils have DT capabilities, they will develop their creativity, technical and practical expertise and their confidence to approach everyday tasks. We embed this through our curriculum maps specifically planning for a purpose within Design and Technology. We achieve this by striving to give opportunities to solve real life problems and to provide time to consider alternative materials to establish their suitability to a particular task. At the end of each unit, we encourage children to be reflective and evaluate their designs. Through the evaluation of past and present design and technology, pupils develop a critical understanding of its impact on daily life and the wider world.</p> <p>High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p>
Systems	<p>We follow the national curriculum for Design and Technology programmes of study.</p> <p>In EYFS</p> <p>Key stages 1 and 2, we aim to plan inspiring and enriching learning specifically for a purpose by:</p> <ol style="list-style-type: none"> 1. Designing purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Select from and use a wide range of materials and components. 3. Explore and evaluate a range of existing products. 4. Build structures, exploring how they can be made stronger, stiffer and more stable. 5. Plan and prepare dishes and meals considering healthy eating choices and food hygiene.
Policies/key documents	<ul style="list-style-type: none"> • DT Policy <p><i>All of these can be found on our website under the curriculum/policies tab.</i></p>
Perceptions	<p>Pupils</p> <p>Parents</p> <p>Staff</p> <p>Governors</p>