

Design and Technology



Intent, Implementation & Impact

Intent

Design and Technology at North Kidlington School equips the children with practical skills, develops their motor skills, and improves their ability to problem solve and reason. This strengthens their resilience and independence when faced with challenges and given the autonomy to make their own decisions. At our school we take the children through the whole Design and Technology process from start to finish on every project – plan, design, make and evaluate. We want children to see a problem and have a desire to solve it. We provide them with a purposeful brief and then aim to give them the freedom to come up with their own design and choose their own materials and method to create a finished product. As a school, we aim to provide the children with the right tools for the job, whether it is a saw for woodwork, a needle for textiles or kitchen equipment and resources for food technology. We are training our staff so they can support the children in reaching their goal.

Implementation

As a school, we follow both the NC and our own detailed progression of skills development documents to ensure comprehensive coverage of objectives. Other ways that we develop deep knowledge, understanding and skills is through:

- **Courageous** – Our staff are brave enough to embrace projects that require stepping outside their comfort zone to allow Design and Technology to be fully child-led.
- **Purposeful and ‘fit for purpose’** – Our children are taught that each project must be purpose-led and we use high-quality questioning to unpick their design and build choices. Testing and evaluation is elevated to the same importance as designing and making.
- **Cross-curricular** – Outside of our DT lessons, where possible, we give children the opportunities to use their design and build skills to solve problems e.g. using limited resources to build a tower focusing on teamwork, communication and strategy in an RSHE lesson.
- **Well resourced** – Following professional guidance we have invested in enough new tools and equipment appropriate for each age group.
- **Access to experts** – We have created links to professionals who are able to provide training for our staff and have ongoing access to DT specialists at higher education level.
- **Practical life skills** – Our curriculum gives children skills for life including, but not limited to; sawing, cutting, joining, sewing, strengthening, weighing, measuring and food preparation.

SEND

Pupils are given the same opportunities as all other learners however extra support, scaffolds or prompts are provided as and when appropriate. Tools and equipment will be adapted to allow access to the same creative opportunities as their peers.

Disadvantaged

High quality teaching means all our children have access to a wide range of design and technology opportunities regardless of socio-economic position in life. Children have access to equipment and ingredients they may not have been exposed to before. Children are also not reliant on home support/knowledge for projects.

Pupils are active and questioning in Design & Technology and have secured the key knowledge and skills as directed by the National Curriculum. At NKS, we use a three-tiered approach to monitor the impact:

1. Assessment is used to shape future learning, both for the individual child and for future cohorts. In Design & Technology we use the following assessment methods: live assessments; discussions; practical tasks; rubrics; targeted questioning; 'book-looks' (including final products) and investigations. All assessment is purposeful and should not create an onerous workload for teachers.
2. Regular pupil progress meetings, structured conversations, parents evenings, SEN reviews and pupil voice ensure there is parity for all groups of pupils.
3. Information is verified through oversight by Subject Cluster Groups, school leadership and the governing board.