



**Intent – we aim to...**

Inspire children to 'own' their projects, pushing the boundaries of what is, and what could be.	Build the children's skills, while still giving them freedom to design and create their ideas	Develop logical thinking in our learners; they will be encouraged to reflect on their work and suggest improvements.	Opportunities to ensure that all children have the opportunity to create projects in a range of areas: mechanics, structures, textiles, electronics etc.	Children are encouraged to understand that their thoughts and ideas have a huge impact on the development of new ideas, which fit in today's society and how they can impact on the future.	Involve every single child in designing, creating and evaluating; ambition and imagination will be the drivers in DT.
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**Implementation – How do we achieve our aim?**

<p><b>Planning –</b> All units begin with an enquiry question, meaning children immediately know why they are designing, who for, and under what parameters. Consideration is given to the end user, sustainability, cost and practicality. The children use a design brief (designing, making and evaluating) during the planning process taking into consideration their prior learning.</p>	<p><b>Recording –</b> The development of key skills is the main focus, therefore we do not rely on a finished product; we encourage each child to build a portfolio of ideas, sketches, photos, jottings and design sheets, but in a manageable way. Work is always showcased, but we also take pride in the journey the children take. With this in mind, each class has a DT floor-book, in which you will find a range of interesting work and ideas.</p>
<p><b>Assessment –</b> Children are regularly assessing their own work in DT, whether that be testing a design, peer assessing work, or pitching an idea to the class. Assessment by the teacher is meant to provoke thinking, analysis and improvement. Our learners will develop their critical thinking by analysing their own designs, comparing their work to their design and brief, and suggesting their own improvements. Assessment in DT is fluid, live and constructive. Teachers assess the children in many ways: vocabulary usage, diagrammatical accuracy, attention to detail, application of skills which is recorded in their 'Feed Forward' books.</p>	<p><b>Vocabulary –</b> Developing the use of the correct vocabulary is crucial in technical subjects such as DT. At the beginning of a unit, children will be exposed to new language, and will be expected to use this language in their lessons. Teachers will reinforce vocabulary in all lessons.</p>
<p><b>EYFS –</b> Children in EYFS are exposed to DT in a range of ways, and benefit greatly to this early exposure to language, designing and creating.</p>	<p><b>SEND -</b> DT is a wonderfully inclusive subject and SEN children at Castle view can expect full access to DT lessons. Teachers carefully plan DT lessons to ensure every child is able to design, create and reflect. SEN children will have access to support, peers and the teacher if required. SEN children with sensory needs may find more pleasure in DT lessons and we encourage teachers to be mindful of this when planning units.</p>



**Impact – How do we know if we've achieved our aim?**

There is a range of finished work around the school and shared on social media to celebrate their successes.	Children can recall key language, skills and learning from previous units.	Text books are full of interesting and useful work, photos, ideas and sketches.	Children have an awareness of their end user, the environment and sustainability.	Children feel empowered to execute their own ideas and designs, based on an initial enquiry.	Rich vocabulary is heard throughout school: improve, design, skills, user, diagram etc...
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