

At Mattishall Primary School we value the whole child and balance their academic needs with their social, emotional and personal development. We nurture children to have active, inquisitive and creative minds. We help them by:

- *providing a high-quality curriculum with a clear pedagogical approach*
- *developing empathy, confidence and resilience*
- *recognising what equality, diversity and tolerance means*
- *equipping them with 'life skills' and behaviours for learning*
- *encouraging individuality*
- *having high expectations and celebrating success and achievement*
- *raising aspirations for the present and future*
- *providing a stimulating environment*
- *promoting a positive partnership with our parents/carers*
- *developing independent global citizens of the future*

Intent

At Mattishall Primary School our intent for Design and Technology is to prepare children and provide them with the skills for a rapidly changing world. We teach children about chefs, inventors, designers etc. to inspire them and show them how DT is used in the real world. The children are taught to evaluate and discuss various products and identify their purpose and design criteria. Children can then identify how successful their own products are and are taught the skills to make improvements and adjustments to their work. The children will create a range of products using different materials and techniques, including the use of technology. The children will have many opportunities to design, make and evaluate their products, as well as learning about food and nutrition. Furthermore, we will encourage children to develop their problem-solving skills and take risks in their work. We want children to confidently make high-quality products for different purposes and to be able to test their products. We want children to be able to work independently and as part of a group, to solve problems creatively. We want all children to be able to achieve in DT and we encourage individual thoughts and choices. We foster the children's imagination and nurture their appreciation of their own and other's work. At Mattishall Primary, we want children to build upon their skills and apply their understanding to new products. Additionally, we want the children to understand how DT fits in with the wider world and how they can contribute to this.

Implementation

Through the use of the Cornerstones Framework, children are taught three Design and Technology units each year. The units are engaging and provide children with the ability to learn new skills, knowledge and vocabulary, as well as building on previous learning. The units vary and offer the children a wide variety of experiences and opportunities. They are progressive and are sequenced carefully to ensure children are provided with a broad and balanced curriculum. Children are provided with a range of resources to create their products and work with. Children learn about a wide variety of chefs,

inventors, designers from different backgrounds, this helps them learn about what is available outside of Mattishall and to help inspire. Within the Cornerstones Framework, children take part in memorable experiences, they also engage, develop, innovate and express. During the academic year, we also provide children with additional DT experiences such as DT day, where the children have first hand experience of the whole process of designing, making and selling products. This shows children how DT is used in the wider world and helps them have a first-hand experience of this.

The objectives of the curriculum are met through blocked projects that follow a series of stages which teachers build and sequence into lessons, taking into account the needs of the children:

Engage - children immerse themselves in their theme gaining knowledge, vocabulary and understanding.

Develop - children build upon this knowledge to gain a deeper understanding and use their skills in a meaningful way to gain a better understanding.

Innovate - children broaden their understanding to promote higher order thinking.

Express - children reflect on their initial thoughts after research to formulate a well-thought-out opinion based on evidence.

Impact

We have different ways of measuring the success of learning across the curriculum. This allows children to celebrate their successes as well as knowing what they need to do to progress. These may include:

Statutory assessment (Maths, English)

Adult observation including staff, parent/carers and governors

Self-Assessment (Traffic light)

Attainment Tracker

Recorded Tasks (Children's work)

Verbal Feedback

End of unit quizzes

Vocab Victories

Video /photo evidence

Performance

Talking Partners

Peer feedback

Pupil Progress Tracking meetings

Pupil Passport (SEND)