



# CURRICULUM STATEMENT: Design & Technology

## Our Curriculum Intent for Design Technology

The Key Characteristics that we have identified, and that we believe, will make a good Design Technologist are:

- The ability to take creative risks to explore, then produce innovative ideas and communicate these through practical, written and verbal means.
- The ability to carry out research, showing initiative and perseverance. Asking questions to develop an understanding of users' needs.
- The ability to work independently and with others, whilst using time efficiently.
- An understanding of which tools, equipment and materials to use to make their products.
- The ability to explore a range of risks. To communicate these to others and manage the risks to make products safely and hygienically.
- A desire to explore technological innovations in materials, products and systems. Including taking inspiration from great designers in History.
- The ability to apply knowledge from other subject areas.

We believe that Design and Technology prepares pupils to participate in a rapidly changing world in which work, and other activities, are increasingly being transformed by technology. With this in mind, we encourage children to develop creative and innovative thinking, and so are better able to conceptualise, to understand and use Technological skills for their future.

Design Technology is a practical subject, in which invention and resourcefulness are encouraged. At Mountfields Lodge, Design and Technology enables our pupils to develop skills including design, make and evaluate. Using Design and Technological skills to support problem solving and enrich learning across the curriculum, ensures our children grow up prepared for an ever changing technological age.

## Our Curriculum Implementation for Design & Technology:

We understand that the assessments made in Design and Technology must be

- Utilitarian – seeking the greatest good for the greatest number
- Opportunist – picking up ideas and misconceptions as you find them
- Efficient – keeping things simple and brief
- Mastery-oriented – seeking to get every pupil to a key level of understanding

In our school we have a set of assessment tools that we use across all Foundation subjects. We believe that they have maximum impact on teaching and learning outcomes with a minimum demand upon staff workload and pupil wellbeing.

We:

- **Share the Curriculum 'Learning Journey'** – *do the pupils know what they are doing and why they are doing it and where it 'fits in'?*

- **Check previous knowledge/understanding/skills** – *what can the pupils remember from previous learning? Is the learning embedded?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson?*
- **Use ‘the checks’ to adjust teaching and learning** and improve outcomes.

We believe that if our assessment is regular, consistent and focused in *History* it will be relevant and impactful.

### **Our 3 agreed approaches to assessment in Design & Technology are**

#### **1) At the Planning Stage**

Teachers refer to the Progression Map for Design & Technology and consider not only the current year group expectations but also make themselves fully aware of previous learning and the expectations of what comes next.

Prior learning is assessed at the start of a new unit or work i.e. ‘Do you remember in Year ? when you did/learned about/found out about?’ We do this to remind our pupils of what they have already been taught/have learnt and how it fits in to previous (and possibly future) learning/knowledge and skills acquisition.

#### **2) The Learning Journey**

Teachers share The Learning Journey for each unit of work in Design & Technology; this includes questions that are to be answered throughout the unit of work with unit-specific vocabulary that must be used/taught and the Core Learning expectations. It is referred to at the start and end of each lesson to make sure the questions are answered and the vocabulary is embedded.

#### **3) Photo Books**

Each class has a Photo Book; it is used to ‘capture the active learning’ that the pupils have undertaken’.

We know that our pupils are more able to recall previous learning when they have a photo/picture/artefact prompt - a class photobook enables that. The Photo Book is referred to in class to bring prior learning to the fore, i.e. ‘Do you remember when...?’

### **Our 3 agreed assessment tools are:**

#### **A) Flashcards:**

We use these to engage ‘active recall’ through securing memory connections.

We believe that comparing recalled answers with correct /given answers, strengthens self-reflection (or metacognition).

#### **B) Quizzes**

These are short and focused; they can be online, self-quizzes, group quizzes or class ‘team’ quizzes. They are ‘low stake’ i.e. they are not considered to be the ‘be all and end all’ of assessment; there is no scoring, marking, recording or ranking of classmates etc.

We believe that frequent no- or low-stakes - quizzes help cement long-term learning as they require pupils to bring previously acquired information to mind. By retrieving information, they

organise it and create cues and connections. We believe that quizzing enables pupils to interact with the learning content; to think, dig deep and be an active participant.

### **C) Exit Tickets**

These are used at the end of a teaching and learning session; again they are 'low stake'. Questions are posed to each individual on 'exit' from the lesson, or random individuals are selected, or table groups are questioned etc. We use these to consolidate, embed and check understanding; 'tickets' can be based on 'current'/recent learning OR can reference prior but linked learning.

Marking and Feedback of our pupils' learning also enables us to provide effective feedback to pupils on their learning performance. We can give recognition and appropriate praise for achievement. It helps us identify effective strategies and 'next steps' for improvement; it helps inform future planning.



**Our 4 C's**  
**At the core of our learning.**