



Pollington- Balne C of E Primary School Curriculum Statement Design and Technology		
Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The schools' senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality.	• Teachers will plan a sequence of lessons in line with the National Curriculum and informed by the school Curriculum Map. Teachers carefully plan for progression and depth). • Delivery of design technology projects will clearly follow of the design process where each project will follow research, design, make and evaluate. • Teachers will ensure that books clearly demonstrate the teaching sequence. • Each project will have a front cover detailing the key skills being taught and key vocabulary. • Each project will begin with a pre assessment to assess what the children already know – teachers will use this information to inform planning. • Each project will have a knowledge organiser which details (prior learning, key skills, key vocabulary and key knowledge). • Knowledge organisers are shared with parents.	Pupil Voice will show: • Confidence in talking about D&T, their own work and identifying their own strengths and areas for development. • A secure understanding of the key techniques and methods for each key area of the DT curriculum: research, design, make, evaluate and technical knowledge. • A knowledge of appropriate vocabulary which supports and extends understanding. • A developed understanding of the methods and skills of D&T at an age-appropriate level.
The curriculum leader will: • Organise planning meetings to discuss DT projects and expectations e.g., Curriculum Mapping, Front Cover, Pre-Assessment,	Our classrooms will: • Have a focussed DT Project display which outlines the key elements of the DT teaching sequence, including key	Displays around school and books will show: • That teachers have a good knowledge of the expectations regarding books.



Teaching Sequence, Knowledge organisers and differentiation. • Keep up to date with current history research and subject development.	vocabulary. E.g. – Research, Design, Make, Evaluate. • Be organised so that children can work in small groups or whole class as appropriate to support children in their development of their skills. • Deploy appropriately challenging selections of equipment/materials for children to choose.	• That the teaching sequence is embedded across school. • A clear progression of skills in line with expectations set out in the progression grids. • Developed and final pieces of work which showcase the skills learned. • A varied and engaging curriculum which develops a range of D&T skills. • That children, over time, develop a range of skills and techniques across all of the areas of the D&T curriculum.
The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader: • Create a long-term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression of skills grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Implement the DT teaching sequence and book expectations. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all children have the correct tools and materials.	Our children will be: • Engaged because they are challenged by the curriculum which they are provided with. • Metacognitive who can overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a designer because they know how to be successful. • Safe and happy in D&T lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive.	The curriculum leader will: • Celebrate the successes of children through planned project displays. • Collate appropriate evidence over time which evidences that children know more and remember more. • Ensure that the children receive a high level of teaching through conducting monitoring and evaluation sequences E.g. planning monitoring book looks, & learning walks. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.