



## Design and technology at Fairford

### **Intent- we aim for children to:**

- *Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.*
- *Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.*
- *Critique, evaluate and test their ideas and products and the work of others.*
- *Understand and apply the principles of nutrition and learn how to cook.*

### **Implementation**

At Fairford, the foundations of Design and Technology (DT) begin in our Nursery, Pre School and Reception classes through the 'Physical Development' and 'Expressive Arts and Design' aspects of the Development Matters Early Years Framework. Children have opportunities within EYFS provision including Forest school to develop practical making skills and design and make for a purpose. From Y1, we follow the National Curriculum for Design and Technology through The Design and Technology Association's 'Projects on a Page'. Teachers use 'Projects on a Page' as a framework to plan engaging Design and Technology units which are often linked with other subjects such as History, Science, Computing or with their novel. Each year group completes three DT units per academic year which build upon the skills and knowledge of previous years. Pupils are taught to design, make and evaluate 'products for a person for a purpose' by identifying a need and solving a problem. The Food and Nutrition aspects of DT are taught through two sessions a year from YR to Y6 with an outside provider (The Kitchen Club) who ensure that all children learn a range of practical cooking skills and develop their knowledge of the importance of a varied and healthy diet and how to prepare this.

### **Impact**

The impact of Design and Technology is monitored through various platforms. Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons, based on the skills being taught. This assessment is then used to inform the support and challenge required by the children from the teacher. Once a term, book looks across all year groups are carried out by the subject leader, to ensure children have the opportunity to develop their skills in a range of ways. The outcomes of book looks are shared with individual teachers and summarised for the staff team to develop practice. Pupil conferencing takes place termly with the DT lead, where pupils can freely express their thoughts on what they think is going well and what they think could be improved to further enhance their learning. At the end of each term, children's attainment on specific skills is tracked using our foundation tracking sheet for KS1 and KS2.