

## **Design and Technology at Catshill First School and Nursery**

At Catshill First School and Nursery we believe that design and technology (D.T.) supports children's understanding of the developing world and encourages them to be imaginative problem solvers that take their own and others' needs and values into account. Our children learn how to take risks, become creative, imaginative, innovative and resourceful. Through evaluating past and present D.T. we aim to develop children's understanding of the impact it has on daily life and the wider world, making them critical thinkers. We aim to deliver high quality D.T. education which develops children's skills through collaborative working and problem solving.

### **Our aims are:**

- to develop imaginative thinking in children,
- to enable children to learn, talk about and explain the purpose of their design,
- to enable children to talk about how things work, and to draw and model their ideas,
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures,
- to promote enjoyment, satisfaction and purpose in designing and making,
- to use ICT software to assist our designing and learning.

### **What you will see:**

Teachers plan activities which involve the investigation and evaluation of existing products. They ensure that the children apply their knowledge and understanding when developing ideas, planning and making products. Children are encouraged to think through problems they might encounter and to share strategies to solve them. All children's ideas are treated with respect and they are encouraged to critically evaluate their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT. We work closely with Catshill Middle School and have access to many materials and resources that support the children's designing and making.

In the Early Years Foundation Stage, we develop children's learning through 'Expressive Arts and Design' and 'Understanding the World'. We ensure D.T. opportunities are relevant by linking activities to pupils' interests, establishing real contexts for their work, and building upon their knowledge and skills in other subjects. Teachers ensure that they include three essential learning objectives when planning:

- To master practical skills,
- To design, make, evaluate and improve,
- To take inspiration from design from history.

The skills progression document for D.T. outlines the progression of skills for Year groups 1 - 4. This is done through our specific teaching approach which follows the structure of Design, Make and Evaluate.

- Design - developing, planning and communicating ideas,
- Make - working with tools, equipment, materials and component and to make quality products (including food),
- Evaluate - Evaluating processes and products.

Resources are used effectively and are adapted to overcome barriers to participation in practical work. We challenge children who grasp teaching more rapidly by encouraging them to put their own creative 'stamp' on the things they design and support them to test and make changes to their designs - promoting deeper thinking, questioning and problem solving.

### **Ensuring this is put into practice:**

We plan D.T. activities so that they build upon prior learning of the children. To monitor learning opportunities and outcomes, each year group has a Skills Progression book where photographs, examples and comments of children's work and achievements are recorded. This enables the Subject Leader to ensure teaching builds upon children's prior knowledge and skills. Teachers assess children's progress and attainment by making observations during lessons, through discussions, using the learning objectives and success criteria. At the end of a project, children review their own and each other's work, focusing upon an evaluation of the finished product and how effectively it meets the learning objective.