

Design Technology at RNSF



Intent

At Rode and Norton, we aim to imbue children with curiosity, creativity, practical skills, and the ability to problem-solve, and we believe that DT is a powerful subject to develop these qualities.

Through a variety of projects covering a multitude of designs and mechanisms, we believe that children will develop a curiosity of the world around them, and of the machines and inventions that make our society possible.

We aim to give children the ability to use creative thinking to imagine and design mechanisms and other projects and have designed our curriculum to provide opportunities to do this. DT will give children a chance to creatively think as individuals, and as members of a team. We hope this will give children the confidence to be active learners, and to participate proactively in practical situations. This will in turn help them develop important communication skills.

When we facilitate our children's DT projects, we will aim to follow a procedure whereby children will test and evaluate their creations and projects. Through this, we aim to instill a knowledge of systematic problem-solving and a methodic way of improving their ideas.

Throughout this process, we will ensure that children gain a wealth of practical skills that will stand them in good stead to manage their own lives, succeed in the world of work, and contribute to the collective knowledge of their communities. These skills will include sewing, woodwork, mechanism making, and cooking.

Implementation

The staff at RNSF value creativity and practical skills very highly, and as such, DT is a key part of our rich and varied curriculum and is a subject that our children and staff love.

We will implement our vision for DT firstly through a lively and broad DT curriculum, whereby the skills and aims for each project are clearly laid out in planning. This curriculum will be clearly communicated to teaching staff by the subject lead, who will keep abreast of developments in the subject through relevant CPD.

We use a two-year rolling program of DT projects, ensuring that in the two years of each key stage, every child will take part in 4 large projects.

We have created a skills progression for the subject, and the planning and delivery of lessons will ensure coverage of these key skills.

Impact

The impact of our DT curriculum will be measured primarily through formative assessment by teachers in the classroom, and by a system of monitoring by the DT lead.

The subject lead will review children's recorded work, monitoring medium-term plans and assessing other evidence of work, such as photos and floor books.

The subject lead will compile a floor book for their subject to show the level of work and variety of skills being accumulated as children go through our school. This floor book will also be used as a form of longer-term assessment e.g., is the quality of DT teaching at Rode and Norton improving over time?

Through this monitoring, the subject lead will aim to answer the following questions, amongst others:

Has the intent and implementation done what it is supposed to have done?

Have the children gained the knowledge and skills that they need from DT?

Can we demonstrate clear progression in DT?

The subject lead will regularly feedback the findings from their monitoring to staff at Rode and Norton, and will use their observations to regularly review the curriculum and the implementation of DT.