



Intent, Implementation and Impact Statement for Design and Technology

"I have filled him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skills; to make artistic designs."
Exodus 35:31-32

At St Joseph's Catholic Primary School, we intend to provide an **aspirational** Design and Technology curriculum which is accessible to all children from EYFS through to Year 6, inspiring everyone to **REACH** through **Faith, Hope and Love**. We deliver engaging, purposeful and well-resourced inclusive lessons that enable all children, to access learning, develop confidence and achieve success. Using the Design and Technology Association's *Projects on a Page*, children are taught through a clear and consistent design process of researching, designing, making, evaluating and refining. From the earliest stages, we prioritise the development of foundational and executive functioning skills, enabling children to plan, organise, make informed decisions and reflect on their learning. Our carefully sequenced curriculum builds progressively on prior knowledge, ensuring children develop technical knowledge, practical skills and creative thinking across a range of contexts. Through **high expectations**, children learn **resilience**, perseverance and the value of continual improvement, understanding that successful design is an iterative process. We are dedicated to fostering a love of Design and Technology and ensuring all children become competent, creative and confident designers. By providing meaningful opportunities linked to real-life experiences, Catholic values and the wider curriculum, children develop **empathy**, innovation and **aspiration**, recognising how thoughtful design can positively impact the lives of others and prepare them for future learning and the wider world.

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
The Early Years Foundation Stage Framework and National Curriculum for Design and Technology aims to ensure that all children develop the creative, technical and practical expertise needed to participate successfully in an increasingly technological world. Children should be able to design, make and evaluate products, solve real and relevant problems, and learn how innovation can improve everyday life. At St Joseph's Catholic Primary School, we intend to provide a Design and Technology curriculum which is accessible to all children across the whole primary phase (EYFS to Year 6). Through our Catholic values of Faith, Hope and Love, we deliver engaging, aspirational and well-resourced lessons that enable all children to access learning and achieve success. Using the Design and Technology Association's <i>Projects on a Page</i>, children develop an understanding of a clear and consistent design process through	At St Joseph's Catholic Primary School, Design and Technology teaching inspires children to "be the best they can be" by developing creativity, resilience and confidence through purposeful design opportunities. Using the Design and Technology Association's <i>Projects on a Page</i>, children are taught through a clear, consistent and progressive design process that enables them to research, design, make, evaluate and refine products. Lessons are carefully adapted to ensure that all children, including those with SEND, can access learning, achieve success and make good progress. Scaffolds, visual supports, practical demonstrations, adapted resources, assisted technology where appropriate and flexible approaches to recording are used to remove barriers to learning. What is essential for some learners is beneficial for all ensuring every child can participate fully, develop confidence and achieve success. High-quality modelling, practical experiences and the explicit teaching of technical vocabulary support all learners in developing their knowledge and skills.	The impact of our Design and Technology curriculum is to ensure that children not only acquire the age-related knowledge and skills set out in the National Curriculum, but also develop the creativity, resilience, confidence and problem-solving abilities needed to thrive in everyday life, encouraging them to REACH in all areas. Long-term, pupils will: • Understand and apply the design process of researching, designing, making, evaluating and refining. • Develop creative, practical and technical skills across structures, mechanisms, textiles, electrical systems, and cooking and nutrition. • Become resilient learners who use evaluation and reflection to improve their work. • Be aspirational, innovative and confident, taking risks and solving real-world problems.

researching, designing, making, evaluating and refining products. Our children strive for excellence and are able to work both independently and collaboratively, approaching challenges with creativity, confidence and resilience. We aim for all pupils to: • Develop resilience by understanding that successful design is an iterative process, learning from mistakes and continually evaluating and improving their work. • Apply technical knowledge and practical skills to design and make products that solve real and relevant problems in a variety of contexts. • Become aspirational designers who think creatively, take risks and innovate, using their learning to improve and enhance the world around them. • Develop empathy by considering the needs, wants and experiences of others when designing products and evaluating their effectiveness. • Build confidence through making informed decisions, selecting appropriate tools and materials, and communicating their ideas effectively. • Develop executive functioning and foundational skills by planning, organising, managing resources, reflecting on outcomes and adapting designs to achieve success. • Always have high expectations of themselves and the quality of their work, taking pride in every stage of the design process. Our curriculum is carefully sequenced to ensure clear progression in technical knowledge, practical skills and design thinking. Through adaptive teaching, appropriate scaffolds and carefully planned support, all learners, particularly those with SEND, are enabled to participate fully and make good progress. We are committed to fostering a love of Design and Technology and ensuring that children become	Our curriculum is sequenced to build upon prior learning and develop technical knowledge, practical skills and design thinking over time. Executive functioning and foundational skills are woven throughout the curriculum, enabling children to plan, organise, make informed decisions, manage resources and reflect on their work. Children are encouraged to be aspirational, take risks and develop resilience by understanding that successful design is an iterative process requiring continual evaluation and improvement. Design and Technology Lessons Each unit follows the structured approach outlined in the <i>Projects on a Page</i> planning documents: Lesson 1: Investigate and Design Brief Children explore existing products, users and purposes, investigate designs and develop an understanding of the design brief. Lesson 2: Focused Tasks Children learn and practise the specific technical skills, techniques and knowledge needed to successfully design and make their product. Lesson 3: Design, Make and Evaluate Assignment Children develop a design specification and generate a range of innovative design ideas, drawing upon the skills and knowledge acquired. Designs are annotated to communicate ideas, materials and construction methods. Lesson 4: Final Design Children select and refine their preferred idea, creating a final design and planning the steps required to manufacture their product. Lesson 5: Make, Evaluate and Improve Children manufacture their product, continually evaluating and refining their work throughout the making process.	• Demonstrate empathy by considering the needs and experiences of others when designing products. • Develop executive functioning and foundational skills, including planning, organisation, decision-making and self-reflection. • Use technical vocabulary accurately to communicate their ideas and evaluations. • Make strong progress from their individual starting points and achieve their full potential. • Succeed regardless of ability, with adaptations and scaffolds ensuring all learners, including those with SEND, EAL and disadvantaged pupils, can access and achieve within the curriculum. • Leave St Joseph's as confident, creative and reflective designers, prepared for the next stage of their education. Assessment and Monitoring in Design and Technology The impact of our curriculum is measured through: • Lesson observations and learning walks. • Scrutiny of design work, evaluations, photographs and practical outcomes. • Pupil voice to assess understanding of the design process, vocabulary and key knowledge. • Monitoring progression in knowledge, practical skills and design thinking across year groups. • Assessment of children's ability to research, design, make, evaluate and refine products. • Monitoring the impact of adaptive teaching to ensure all pupils can fully access the curriculum. Monitoring is used to identify strengths and areas for development, ensuring continuous improvement and an ambitious, inclusive and aspirational curriculum for every child. Role of the Subject Leader • Monitor standards, outcomes and progress across the school.
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confident, competent and creative designers. Through meaningful learning opportunities linked to real-life experiences, Catholic values and the wider curriculum, children recognise the importance of Design and Technology in the wider world, preparing them for future learning, everyday life and a successful transition into secondary school.	Lesson 6: Final Evaluation Children evaluate the success of their finished product against the design criteria, reflecting on modifications made and identifying improvements for future designs. Opportunities for peer evaluation support the development of empathy and critical thinking. In addition to discrete Design and Technology lessons, learning is enhanced through: • High-quality resources and practical experiences that support all learners, especially those with SEND. • Adaptive teaching strategies that provide appropriate support and challenge, enabling every child to access the curriculum and achieve success. • Opportunities to apply Design and Technology skills across the wider curriculum. • Real-life design problems that develop creativity, innovation and problem-solving skills. • The explicit teaching and application of technical vocabulary. • Purposeful evaluation and reflection opportunities that encourage resilience and continual improvement. • Meaningful links to Catholic values, enabling children to design with care, empathy and consideration for others. Through high expectations and a carefully planned progression of knowledge and skills, all children are supported to become confident, creative and competent designers who understand the impact Design and Technology can have on the wider world.	• Ensure all groups of learners, including SEND, EAL, disadvantaged pupils and the lowest 20%, are supported effectively. • Provide ongoing support and professional development for staff. • Monitor curriculum coverage, progression and assessment. • Collate evidence demonstrating progression in knowledge, skills and understanding. • Celebrate achievements in Design and Technology and promote a culture of aspiration, resilience, confidence and innovation.
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