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| Design and Technology Intention  at St Ignatius  “Anyone who has never made a mistake has never tried  anything new.” – Albert Einstein |  |
| ‘Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.’  (National curriculum programmes of study for design and technology) | |
| **Intent**  At St Ignatius, we believe that design and technology is a highly practical and creative subject that equips our children with a range of important life skills. Within various contexts the children are encouraged to solve real-life problems through researching, designing, making, and evaluating. For our school in particular, a real focus is nutrition. We understand the need to educate our children in the importance of healthy eating as a route to a healthier lifestyle, and to instill in them a love of food preparation alongside the ability to make healthy snacks and meals. We want to build a steady foundation from which they can grow and develop into healthy young people and adults. We believe it is vital to nurture children’s creativity and imagination in order to allow them to re-imagine products considering their own and others’ needs. Through the evaluation of past and present design and technology, our children should understand its impact on daily life and how it is has helped shape the world we live in.  It is our intention to provide our children with a high-quality education in design and technology all the way up the school. They will be encouraged to build up critical thinking as they evaluate existing products as well as making, testing and adapting their own. Through the progression within units of work and as they move between year groups, we intend to support and challenge our children.  Through our teaching of design and technology we aim to:   * Fulfill the requirements of the national curriculum for design and technology; * Provide a broad and balanced curriculum; * Ensure the progression of skills; * Highlight the importance of healthy eating; * Equip our children with the knowledge and skills to prepare healthy food; * Develop our children’s ability to work as part of a team; * Get children thinking about designing for others as well as themselves; * Build up the children’s ability to think critically; * Encourage children to find ways of improving to their work; * Allow all children to reach their potential; * Teach key skills needed for our children to participate in and contribute successfully to an increasingly technological world.   **Implementation**  **Early Years**  Within the early years settings, we provide a range of experiences that encourage our children to explore, observe, solve problems, develop critical thinking and talk about what they find out. These activities, indoors and outdoors, attract children’s interest and curiosity. Through continuous provision the children in nursery and reception have many opportunities to design and make, and free flow allows them to come back to adapt and build on work they started earlier. Children are encouraged by staff to talk about their work and, as appropriate, are taught skills to move their learning on. They have opportunities to engage with age-appropriate software amongst a range of technology. There are regular opportunities to participate in cooking and food preparation, and within role play areas children can explore a range of food. Evidence of learning is uploaded to Tapestry.  **Key stages 1 and 2**  Children have discrete DT lessons which are taught in units, each lasting for half a term. Each year group studies 3 units per year. Teachers plan lessons, taking into account our *progression of skills* document, which ensures progression across the school in the key areas of DT: design, make, evaluate, technical knowledge, cooking and nutrition. Children are given a purpose for each unit, such as an end event. Teachers ensure that the children can use their product for this purpose, once complete. Every year group from years 1-6 has a cooking and nutrition unit within their curriculum which comes under our title ‘Food for Living’. Food for Living family challenges will also be set each half term on ClassDojo to encourage families to get involved with cooking and preparing healthy snacks and meals together.  **Impact**    The impact of teaching design and technology at St Ignatius will be that all pupils:   * Have access to a broad and balanced design and technology curriculum in which they are taught to use a range of materials and processes; * Use their own ideas and experiences to create work that is valued; * Work in an environment where they feel safe taking risks and trying out new ideas; * Have time to create with opportunities to problem solve, review and refine their work; * Produce purposeful and creative work with their peers and independently; * Evaluate their own products and those of others; * Know about some products and individuals who have helped shaped the world through design and technology; * Have a good basic knowledge of how to eat healthily and understand why it is important; * Know how to make a range of healthy snacks and meals.     **Assessment**  Teachers give verbal feedback within the lesson, as well as written comments on work done in books, encouraging children to constantly evaluate what they are doing and think about next steps. At the end of each unit of work, teachers use the design and technology assessment document to highlight the skills taught on the *progression of skills* document (pink for Autumn term, green for Spring term and yellow for Summer term). They also assess individual children as working *towards*, *working at*, or *greater depth* in relation to these skills. A ‘best fit’ model is used for this.  Children’s work will be evidenced in two places; in the back of art sketch books and as photographs kept on file. This allows teachers to look back at the children’s past achievements to inform planning, and also for finished products to be used for their intended purpose. | |