GORING PRIMARY SCHOOL

Belong Believe Achieve

Design and Technology

I think. I question. I design. I create.
I struggle. I collaborate. I try. I solve.
I invent. I REFLECT. I learn.

We are all part of God's vine and are rooted in His rich soil.
We are nurtured and supported so that we may grow and spread out into the world to love and to serve.

CURRICULUM STATEMENT

Our intention is to enable all pupils at Goring Church of England Primary School 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.

ENRICHMENT OPPORTUNITIES

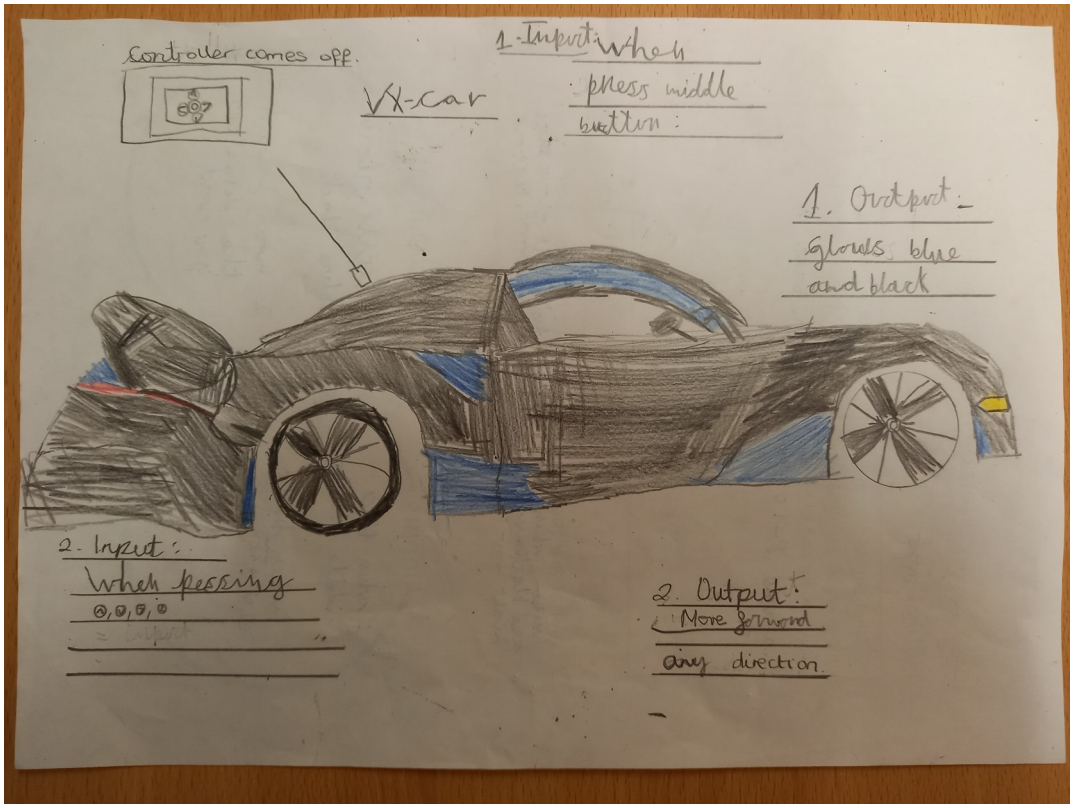
Visits from carefully chosen speakers, charities and groups support and compliment aspects of the design and technology curriculum, as well as organised school trips. Visitors from the community and organisations such as museums and charities work with children in assemblies and classroom workshops.

DESIGN AND TECHNOLOGY CURRICULUM

At Goring Church of England Primary School, the Design and Technology curriculum is taught through timetabled lessons across all key stages. Sometimes DT lessons are taught in a block to enable children to maintain momentum with their designs and creations.

During these lessons the children will develop:

- the ability to apply mathematical knowledge
- the ability to manage risks exceptionally well to manufacture products safely and hygienically
- the ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely
- the ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs
- a thorough knowledge of which tools, equipment and materials to use to make their products
- significant levels of originality to take creative risks to produce innovative ideas and prototypes.



WHAT DOES DESIGN AND TECHNOLOGY LOOK LIKE IN THE CLASSROOM?

Over their time at Goring Church of England Primary School, children will learn about DT in a real-world context. They will take part in lessons which focus on a specific area such as architecture, robotics, textiles or cooking. A range of teaching strategies are used within design and technology lessons. Activities are planned according to the different levels of children's skills and previous knowledge. Activities and tasks may include:

- a whole-class or small-group discussion
- handling different artefacts to see how they are used and constructed
- watching relevant video-clips and using technology to do research
- exploring and using different materials.

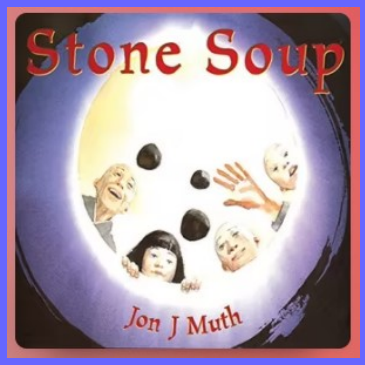
Outside of DT lessons, other activities will consolidate or develop their learning further, for instance:

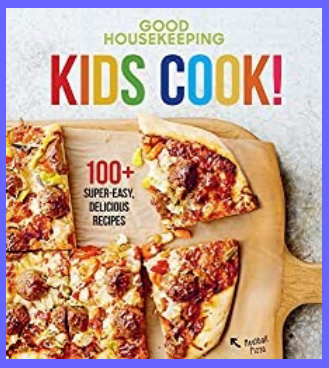
- using problem-solving and evaluation skills in other curriculum areas
- planning and creating artefacts during STEAM week
- carrying out specific tasks for the school community.

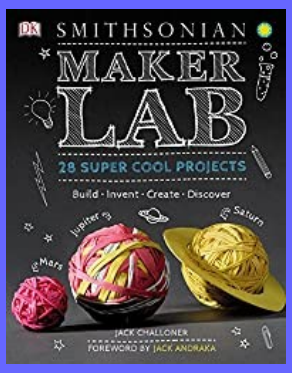
USING LITERATURE IN THE CLASSROOM

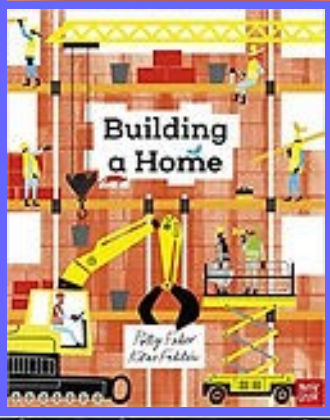
A range of rich and varied texts are used to supplement the design and technology curriculum. The school also has a reading spine which includes a range of carefully selected texts for each age-group that the children are encouraged to read for pleasure. These texts enable our children to apply what they read and learn during design and technology lessons.

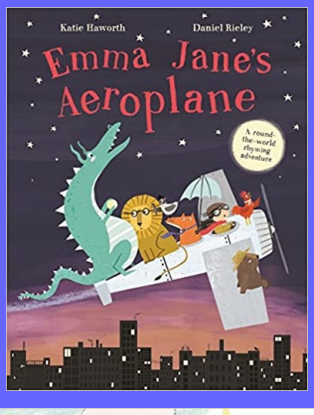
STORIES THAT SUPPLEMENT THE DESIGN AND TECHNOLOGY CURRICULUM

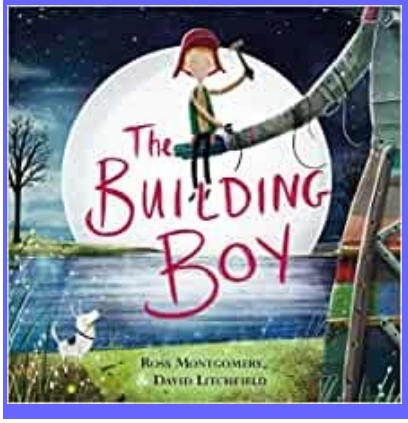


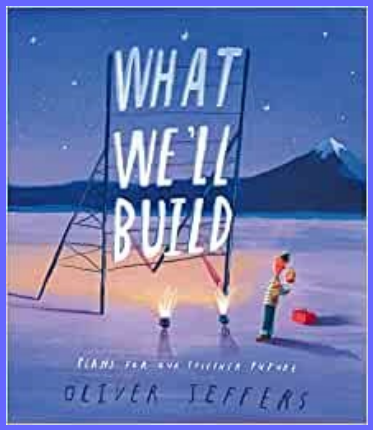


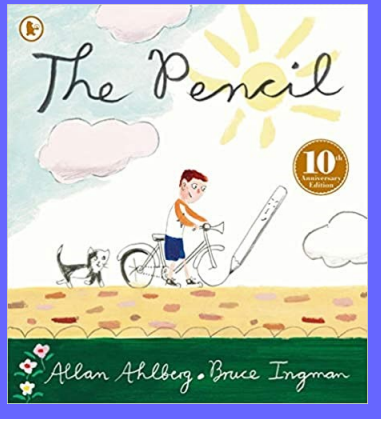






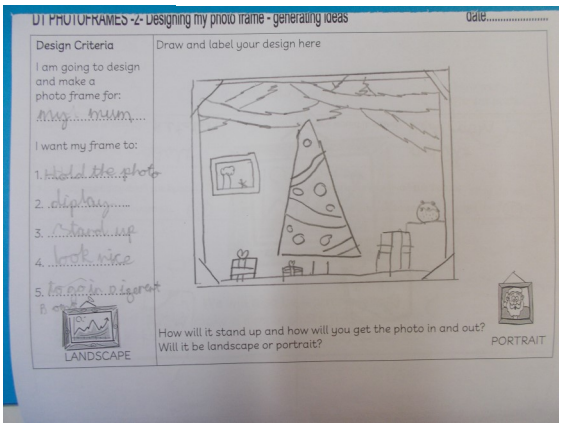


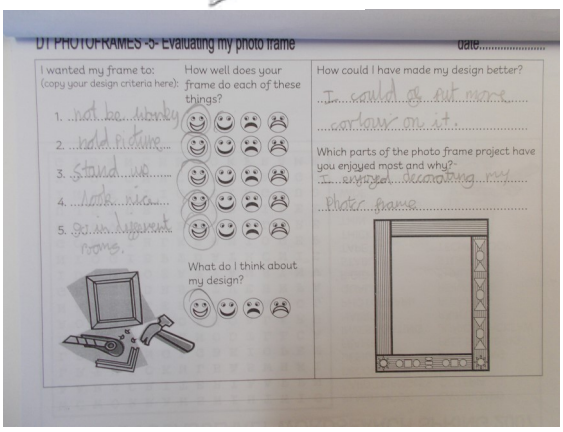




CONTRIBUTING TO THE WIDER WORLD

We believe that everybody plays an essential role in their community and it is important that we teach children how to contribute. In DT, children learn about the vital role design and technology plays in the wider world and explore the ways in which it helps to improve peoples' lives. We also facilitate events which allow the children to create items and share them with the wider community. For example, at our annual 'Big Soup' event, the children use produce from our kitchen garden to make different batches of soup. The soup is then shared with the local community and donations are given to a chosen charity. The children also make bread to share at the Harvest Festival.





ASSESSMENT, MONITORING & MEASURING IMPACT

MARKING AND FEEDBACK

Pupils are given regular and meaningful written and verbal feedback. When written feedback is given, pupils are given time to respond so that they are clear about their next steps.

ASSESSMENT FOR LEARNING OPPORTUNITIES

Teachers make use of differentiated questioning and mini- and end-of-lesson plenaries to provide informal assessment opportunities to gauge individual and whole-class understanding.

BOOK MONITORING

The design and technology co-ordinator looks at work regularly to ensure the curriculum is taught consistently across the school. Feedback is given to the teaching staff during a staff meeting.

DEEP DIVES

The design and technology co-ordinator completes regular deep dives. These provide an opportunity to observe lessons, talk to pupils, review planning and teaching and review strengths and areas for improvement across the school. After each deep dive, a report is written which is shared with staff and governors. Any actions that are required are then implemented in a timely fashion.