



Alexandra Park Primary School

Care, Aspire, Achieve



Design Technology Report 2022-23

Within Alexandra Park Primary School, Design Technology is a valued area of our curriculum as it provides children with opportunities to add depth to their curiosity, inspire their creativity and broaden their imagination. Design Technology equips children with a rich knowledge of design and technological processes, whilst also allowing children to build upon their fundamental skills of problem solving, resilience, decision-making, self-reflection, and critical and creative thinking. Design Technology will provide children with many opportunities to design, make and showcase products that solve relevant problems within a variety of contexts. It plays an essential part in our understanding of the modern world around us by exploring the design and purpose of products, knowing their own and user needs, wants and values, and developing an ability to critically evaluate. They will experiment with a variety of tools, materials, and creative techniques within a range of subject areas, including Structures, Textiles, Food and Nutrition, Mechanical and Electrical Systems. The children acquire a broad range of subject knowledge while making cross curricular connections.

Fundamental Great British Values

At Alexandra Park Primary School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school through our shared vision of “Care, Aspire, Achieve”. This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance.

Planning

At Alexandra Park Primary School, “Care, Aspire, Achieve” is at the forefront of our curriculum design. The Design Technology curriculum is carefully planned to ensure that children are engaged, motivated, and challenged. Units of work follow a sequential structure of Research, Design, Make and Evaluate with technical knowledge and understanding built in throughout. Our Design Technology units are planned through the ‘Projects on a Page’ scheme of work, which provides teachers with a substantial amount of guidance and support to ensure units are rich, detailed and developed over time across the school. Our long-term and medium-term plans map out the units covered each half term for each year group; these plans define which of the five areas of DT are being taught (Structures / Textiles / Food & Nutrition / Mechanical Systems / Electrical Systems) and ensure that objectives, materials, and resources are planned and ready to go. Teachers ensure that cross-curricular opportunities are incorporated into Design Technology lessons where appropriate: using the internet for independent or collaborative research (computing); developing problem solving and reasoning skills (maths); using a range of artistic resources to create detailed designs (art); and exploring a range of materials, their properties, and their functionality (science).

Assessment

Through Design Technology, children are encouraged to take ownership of their own learning through experimentation and incorporation of their fundamental skills. Teachers ensure that learning is scaffolded and appropriately differentiated to allow all children to achieve and engage in a variety of enriched opportunities. Assessment in Design Technology is primarily taken through questioning and verbal discussion to check for technical understanding and to ensure progress is being made. ‘Make’ lessons provide a hands-on, kinaesthetic learning experience to allow children to showcase their developing knowledge and skills practically.



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Collecting Evidence

At Alexandra Park Primary School, we believe that all children should be provided with the equal opportunity to share their pupil voice. The process of collecting pupil voice is invaluable to the subject leader; it allows the subject leader to hear pupils' opinions, key interests and identify areas for development within Design Technology. The subject lead will regularly drop into Design Technology lessons to talk to pupils, observe teaching and experience the children's learning. All Design Technology work is evidenced in sketchbooks which follow the children through the school and show a clear, sequential learning journey. Learning is evidenced and collected in a range of ways, with teachers incorporating a variety of formal written work, finished products, photographs and videos.

Enrichment Opportunities

- Opportunities throughout the year to engage in external competitions/projects.
- Provide enriching experiences through 'project days' for whole year groups.

Targets for 2022-23

- To support staff with the planning and delivery of inspiring and engaging units of work that embed prior learning and build upon existing skills.
- To develop the Pupil Voice process to ensure that pupils can articulate the purpose of their learning, talk about connections between units of work/the curriculum and discuss the creative process in their DT journey using key vocabulary and knowledge.

Longer-term targets

- Develop the resources for Design Technology to ensure learning opportunities are achievable, enriching and of a high quality.

SEND

Design and Technology:
support for children with
SEND and children not
working at ARE

Pre-teach key vocabulary and skills 1:1. Consider using frames or adhesives e.g., masking tape) that hold down learners' work to surfaces. Provide a word and/or picture bank Modelling 1:1

Individualised

Possible indicators

- Fine and/or gross motor difficulties
- Difficulty in the classroom environment
- Vision or auditory difficulties
- Sensory processing difficulties

Pre-teach key vocabulary.
Duration of activities is apt. Calm learning environment. Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs, and images support understanding. Language is at appropriate developmental level. Structured, consistent routines.

Targeted

Share information visually as well as through discussion. Allow sufficient talk time to encourage thinking and idea sharing.
Key vocabulary should be clearly displayed and used repetitively throughout lessons. Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied. Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. Share teacher thought process aloud at each stage.
Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate. Support learners to develop their fine motor skills through regular opportunities. Concrete resources/multisensory approach. Additional time. Repeated learning Opportunities given to record in different ways e.g., video, photographs, role play, word processing, voice recording, scribe, mind maps, writing frames.
Formative assessment used to adjust content Dyslexia friendly teaching – PowerPoints on non-white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual worksheets/resources. Verbal praise. Feedback recognises progress and effort, as well as achievement.

Universal