



Design and Technology at Langford Village Academy

Intent

Design and Technology is an inspiring, rigorous and practical subject. We provide opportunities for pupils to use their creativity and imagination to design and make products that solve real problems within a variety of contexts, considering their own and others' needs, wants and values.

Our intention is for all pupils 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

Implementation

To help achieve our intention, pupils are taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making through a variety of creative and practical activities. They are given opportunities to work in a range of relevant context, such as the home, school, gardens and the local community.

In Foundation Stage children are given opportunities to use a variety of materials, tools and techniques and to experiment with colour and texture.

In Key Stages 1 and 2, the skills learnt in Foundation Stage are built on. Pupils get the opportunity to design products and use a range of tools and equipment to perform practical tasks. They evaluate their ideas and products against design criteria and increase their technical knowledge on using mechanisms.

Over time, children can develop both new skills and concepts, and re-visit established ones. Repeating a skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of design skills and concepts and learning something new.

Impact

The immediate impact of a LVA DT lesson will be apparent within the session. Whilst children are designing and making, we would typically expect to hear the key vocabulary within their discussions which is a key school priority alongside the development of their evaluation skills. The constant opportunity for practical work builds confidence but also gives the teacher the opportunity to assess the learning and address any misconceptions or preconceived ideas.

Formative assessment for learning will be based on the objective within a particular lesson and assessed by the teacher in preparation for the next. At the start of a unit of work, children will carry out a pre-learning task to determine what they know before any teaching

has taken place and at the end of the unit, the same task will be carried out - the post learning task. This should show clear progress and demonstrate the learning that has taken place. The pre/post learning tasks may take different forms depending on the age and ability of the children.

Finally, we hope that they acquire a broad range of subject knowledge and draw on disciplines such as maths, science, engineering, computing and art. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.