



Manland Primary School-Intent, Impact and Implementation of Design and Technology



This document outlines how our school community work together, to ensure a rich and engaging D and T curriculum for all learners across the school.

Intent	Implementation	Impact
To ensure that children find Design and Technology (D and T) to be an interesting, exciting and inspiring subject.	Staff teach interesting and creative lessons, where children feel motivated and enthused. D and T lessons include a wide range of resources and children are taught skills which are built on year on year.	Children enjoy their D and T lessons and take their positive feeling about D and T into their life beyond school, for example making models at home and discussing the ways things work.
To provide a clear progression document for D and T, which maps out the skills taught across all year groups.	Teachers are clear about which skills to teach in each topic they cover and therefore teach high quality lessons which build on children's prior knowledge, skills and understanding.	Pupils at Manland are able to articulate what they have learnt, new discoveries they have made and how their new learning links to previous learning.
To provide an interesting and varied curriculum which will meet the needs of children from all backgrounds, cultures and abilities.	Teachers ensure there is a balance of skills and topics in the curriculum provided so it is relevant for all children. Teachers use assessment for learning techniques to ensure that children are supported or challenged.	Pupil voice shows that children feel fulfilled and enthused by the subject of D and T. They can talk about their D and T work and what they have enjoyed in their lessons.
To ensure that pupils have the opportunity to learn about a range of influential designers.	The curriculum ensures that children study a comprehensive range of influential and important designers. The subject leader supports teachers with ideas to ensure a range of designer's work is covered and explored.	Pupils find the lessons on designers stimulating and are encouraged to carry out their research independently. They are able to discuss designers they have studied and share their opinions on their work.
To look for opportunities to make links between D and T and other subjects.	Where possible, cross curricular teaching takes place within D and T units of work. Teachers often link their D and T skills to their termly topics and use the overriding topic to provide context to the design and technology work that the children complete.	Monitoring of work shows that cross curricular links are being made. When talking about their D and T work, pupils verbalise the skills they have learnt as well as how this links to other aspects of the curriculum.
To monitor pupil progress in D and T on a regular basis.	Leaders have a clear idea of the skills and knowledge of teaching staff within the school. Teachers are supported if they need to gain further knowledge or skills. Pupil's progress is monitored by the subject leader. For example, through book looks and pupil voice.	Teachers will be confident of their skills and this will be evident in lesson observation and staff feedback
To ensure that extra-curricular days are planned for, where children are allowed the freedom to plan and carry out their own D and T topics.	Whole school D and T enrichment days are planned for and enable pupils to explore D and T in a broad and varied way. Teachers are guided in the planning for whole school days, to make sure there is a comprehensive whole school approach.	The children's learning is further enhanced with whole school enrichment days where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of designers. Pupil voice shows that children enjoy these days and they are able to clearly articulate their learning.



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<p>To ensure that safe practices are adopted when children are cooking or preparing food in D and T lessons.</p>	<p>All staff understand safe practices for cooking and preparing food. The health and safety policy and hygiene guidance is available for staff to read and they are reminded of their use. These rules are shared with children within cooking lessons.</p>	<p>Children have the opportunity to take part in fun and informative cookery lessons at half termly intervals. Pupil voice shows that they enjoy cooking and can talk about the skills they have learnt.</p>
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