Banks Lane Junior School

Communication, Collaboration, Curiosity, Resilience, Reflection

Our teaching approach to Design and Technology.

Intent

At Banks Lane Junior School we intend to give all of our students the opportunity to experience and explore a range of knowledge and new skills through our Design and Technology sessions. Children are given the opportunity to research, design, create and evaluate through different projects during their time at our school.

1. The Curriculum: What do we teach, when and how?

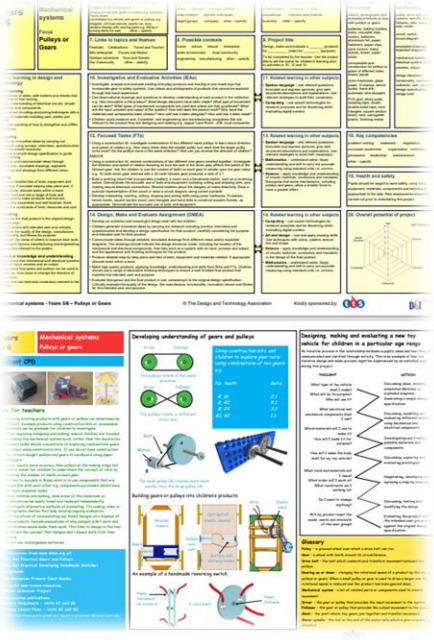
We follow five key concepts in all Design and Technology planning and teaching.

Research Design Create Evaluate Safety

Our Design and Technology projects are planned using 'Project on a Page' documents from the Design and Technology Association. Projects have been selected by year groups to support cross curricular links. These documents have then been used by the Design and Technology subject leader to create knowledge organisers for each project for all year groups. This supports our teacher's planning, teaching and assessment and ensures that children are given the opportunity to meet the objectives set in the National Curriculum. This will prepare them for high school as they develop a range of skills and interests.

We aim for every child to:

- have the ability to research and reflect on the work of others.
- plan and design to solve problems or meet design criteria.
- create their own designs using different tools and skills safely.
- evaluate their own designs and creations and suggest improvements.



2. SEND and inclusion.

We recognise that children have a wide range of skills and interests. Our Design and Technology curriculum provides the opportunity to explore some of these skills. We encourage all children to take part in every session.

Staff encourage children to research, design, create and evaluate. Children can share their prior knowledge from inside and outside of school, meaning every child can have the chance to share their ideas and take part in building and solving problems.

It is important that every Design and Technology lesson is accessible to all children. We celebrate that people's brains work differently which can give us many different solutions to the problems we face. In our assemblies and lessons, we have discussed the successes of neurodivergent inventors and designers that have created items which we use in our day to day life and how these items would not exist without embracing, supporting and celebrating differences.

3. What would you see in the classroom?

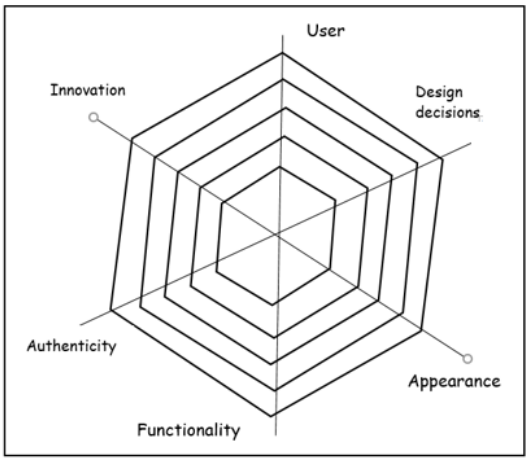
Children use their collaboration, communication, resilience, curiosity and reflection learning powers to solve problems. They share their knowledge from prior learning in school and knowledge they may have gained during extra-curricular activities or from home. Children explore and research existing designs and products used to solve real life problems. They use this to build on their prior knowledge to design a product to meet design criteria. We teach children to develop their skills when using a variety of tools to create functioning prototypes and products. Finally, children have the opportunity to reflect on their final product and consider what went well, what did not go to plan and any future improvements.

Our aim is that the classrooms will be alive with the buzz of enthusiasm and excitement during our Design and Technology lessons. We work collaboratively and our creativity shines through as children discover new interests and passions.

4. Assessment: How do we know how the children are doing? How do they know?

Each project which children take part in has a knowledge organiser. It outlines all of the knowledge and skills which will be developed and used during each project. At the end of each project, teachers assess children's achievements by seeing their designs, final products and evaluations. Contributions during whole class discussions and observation of skills are also used to assess children's attainment in Design and Technology.

Children assess each project using Spider Web Analysis. This asks children to evaluate their designs and final products. By starting to use this analysis tool in year 3, children get more familiar with the specific vocabulary linked with the subject and can use this to assess and evaluate their own work.



5. How does our DT Lead monitor, evaluate, and improve the teaching of Design and Technology across our school?

The DT lead ensures that classes are completing projects throughout the academic year (usually one a term) and that teaching and learning is consistent across each year group. Pupils are given a chance to share their projects with the Design and Technology lead during a pupil voice (twice a year).

6. Cross curricular links, enrichment and the community.

We have a year 5 group project to support our whole school Children in Need Fair. This fair usually raises over £1000 a year for this fantastic charity. Children use their knowledge and skills to create cake boxes and money boxes to use during the fair. These projects allow children to solve real life problems and use their products to see if they fit the design brief.

In year 4, children design and create torches to use on their residential trip in Ilam Hall during their night walk; this supports team building. Many of the skills children develop in Design and Technology are transferable to everyday life.