



Wellsprings Primary School

Design and Technology

Intent



Intent:

Our aim at Wellsprings Primary School is to enable pupils to become creative and reflective learners who are able to express themselves fluently and confidently in a variety of different ways. Within the curriculum, DT will clearly contribute towards this, enabling pupils to respond thoughtfully to different learning and stimuli. Our designers should be able to develop their cultural understanding in a range of contexts, DT being one of them. We also want our pupils to understand that the perseverance and attentiveness needed to complete a Design project leads to personal pride and gratification.

OUR IMPLEMENTATION

Our Design Technology curriculum has been designed to cover all of the skills set out in the National Curriculum. The National Curriculum states that 'pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.' Our Design Technology curriculum has been structured in a cross-curricular way to effectively facilitate this and to provide maximum inspiration to our artists and designers. DT projects may be linked to a class topic to enhance the pupils' understanding of the key historical or geographical concepts covered. Where appropriate, Design Technology projects may also be linked to a community or cultural issue to engage our artists in the world around them and to help them understand the role that they play as an individual.

At Wellsprings Primary School, each of our designers has their own sketch book, in which they can record ideas, practise new techniques and to further refine their skills. These sketchbooks give our artists the opportunity to study an existing piece of art, create a constructive and reflective critique of this work and to use these ideas to develop their own piece of related art work, enabling pupils to show perseverance and dedication to complete any project to the best of their ability. Designers from different eras are studied throughout the school to give our artists a balanced knowledge and understanding of Design concepts and skills. School visitors and trips are facilitated where appropriate to enhance the pupils' understanding and skills further.

This is how we support and ensure access for all children:

- Small group/1:1 adult support given where required.
- Ensuring that a range of equipment and resources are available to ensure success for all pupils (e.g. different sized paintbrushes or paper, additional templates etc). For all other children:
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.
- Pupils then receive additional support or resources.

This is how we challenge:

- Differentiation planned from the very start of the lesson.

- Small group work to further challenge.

OUR IMPACT

Due to the nature of this curriculum area, Design monitoring takes various forms. A key component of this is pupil voice; school leaders use pupil voice as an effective tool to ascertain the pupils' ability to express themselves through a range of different mediums. Sketch book monitoring throughout all year groups also takes place once a term to compliment this, allowing leaders to ensure our artists have the opportunity to develop their skills fully and showcase their talents. Examples of our artists' work is exhibited throughout the school, both on classroom and communal displays.

In Reception, all children have a personalised 'Learning Journey' using Tapestry, which is used to record learning from all areas of learning across the year. Teachers use this evidence to ensure that all children are making progress and attaining well. Where children are not meeting expected standards, teachers provide additional support where appropriate.

On entry to Year 1, children discover and learn more about Design Technology. On entry to Year 2, all acquired knowledge and experimentation of skills linked to Design Technology is recorded in sketchbooks. To ensure that all children make progress in Design Technology, Teachers and pupils use an evaluation process (1. Quantity and quality of participation, 2. Progression 3. Attainment and ability) in sketchbooks to assess ongoing attainment and progress.

Due to the subjective nature of DT, children are encouraged to choose medium that enable them to meet the objective. In some circumstances (for example clay or charcoal), children may need to choose a medium that supports prevention of triggers. Where mobility is challenging, different size mediums or technology is used to support. SEND children are encouraged to take ownership of their own work and celebrate their achievements. Throughout their sketchbooks, there should be clear progression of skills and expression in any medium they have chosen.