

## Design & Technology at Milton Road Primary School

### Our vision

***We want our children to be happy today, fulfilled in the future and able to make their world a brighter place.***

At Milton Road Primary School, we seek to ensure that design and technology enthuses and stimulates children to take part in the development of our rapidly changing world. We believe that the subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. The iterative design process is fundamental. This encourages children to identify real and relevant problems, critically evaluate existing products and then take risks and innovate when designing and creating solutions to the problems. As part of the iterative process, time should be built in to reflect, evaluate and improve on prototypes using design criteria throughout to support this process. Opportunities must be provided for children to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment. This will help to inspire children to become the next generation of informed consumers and potential innovators.

### How we plan for and teach DT

For planning, we have used the Projects on a Page scheme and made adaptations to ensure cross curricular links where possible. Our DT curriculum is based on the six essentials of good practice. These are in place in teachers' planning so that children's learning is genuinely design and technological in nature. They are consistent with the new National Curriculum requirements and should be applied whenever children are designing and making products:

- **User** – children should have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences. The user could be themselves, an imaginary character, another person, client, consumer or a specific target audience.
- **Purpose** – children should know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated in use.
- **Functionality** – children should design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics. In D&T, it is insufficient for children to design and make products which are purely aesthetic.
- **Design Decisions** – when designing and making, children need opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.
- **Innovation** – when designing and making, children need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children's learning.
- **Authenticity** – children should design and make products that are believable, real and meaningful to themselves i.e. not replicas or reproductions or models which do not provide opportunities for children to make design decisions with clear users and purposes in mind.

### How we evaluate learning in DT

At Milton Road Primary School, we assess children into 3 groups: exceeding expectations, meeting expectations or developing expectations. Teachers assess children at the end of each unit, according to the National Curriculum and the skills covered in the unit.

The children are encouraged at the end of each unit to evaluate their own and others' work, suggesting steps for improvement. They also have opportunities to evaluate their own and others' work in class, as part of a whole school display.

We collect photographs of the children's work so that coverage and progression can be monitored over a longer period of time.