What DT looks like at Claybrooke & Dunton Bassett Primaries

This is our philosophy:

- Everyone can learn and be successful in DT.
- Mastery approach.

What DT Lessons look like in our school:

At Claybrooke/Dunton Bassett it is our intent for DT to offer children the chance to use critical thinking and creativity within a defined purpose and tangible outcome. Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in a process of designing and making. They work in a range of contexts through our topic based approach which allows for cross curricular links to be made.

We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. In design projects, pupils are encouraged to design for themselves, using research and sketches as aides, make using tools and materials, evaluate their product and build their technical knowledge. Furthermore, as part of their work with food, pupils explore how to cook and apply the principles of nutrition and healthy eating.

The chart below highlights six key areas in a maths lesson and details what might be happening:

Teachers who… re-cap previous learning model ideas and concepts use subject-specific vocabulary carefully and precisely. deliver engaging activities, through careful choice of activities and use of variation use a C-P-A approach use AfL questioning skilfully use mini-plenaries to address misconceptions. use intervention across the whole room at the point of need for individuals or groups. guide children to use equipment appropriately mark over the shoulder, giving instant feedback	**Children who…** engage and are confident. demonstrate learning behaviours (R2R) reason and can explain their thinking clearly can use partner talk or group talk to help them are willing to take risks and challenge themselves can choose appropriate apparatus practise skills and problem-solve explore through play and discussion
Support Staff who.. are knowledgeable following INSET are pro-active take the initiative are well-directed lead pre-teach, re-teach and intervention prepare resources for teaching clarify instructions for targeted children 1:1 lead a group in the classroom contribute to over the shoulder marking	**Equipment being used might include…** structure mechanisms electrical control and a range of materials, including food
DT evidence that shows… pictures, structured worksheets, sketches, diagrams, flow charts, model making, written explanations, photographs, school displays and the occasional video recording. a variety of tasks (a mastery approach) problem-solving activities	**A mastery approach that means…** mastery for all; all children have access to challenging, deepening, enriching activities at their level. ('Dive Deeper') depth and breadth using and applying fluency

photos of practical DT activities next steps to support, scaffold and challenge longer written explanations to reason and explain DTthinking	reasoning problem-solving low threshold, high ceiling investigations/tasks.

This is what we do:

In KS1 this looks like:

Design:

- Design should be rooted in real life, relevant contexts to give meaning to the learning.
- Planned through appropriate formats: drawing, templates, talking and mock-ups.

Make:

- Children should be given a range of tools for their projects to choose from.
- Children should use a wide range of materials and components; textiles, construction equipment and ingredients.

Evaluate:

- Evaluate existing products.
- Evaluate their own products against design criteria.

In KS2 this looks like:

Design:

- Rooted in real life, relevant contexts to give meaning to the learning.
- Researched designs based on functional, appealing products with purpose.
- Planned by appropriate methods; annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design.

Make:

- Children can select from a wider range of tools than KS1.
- Children should use from and select a wider range of materials and components; textiles, construction equipment and ingredients.

Evaluate:

- Evaluations should be in comparison to existing products.
- Children should evaluate against a design criteria.

- Children should understand how key events and individuals have helped shape design and technology globally – products are in context!

This is how we know how well our pupils are doing:

- Teacher assessment
- Regular book scrutiny, learning walks, pupil interviews
- Feedback
- Targeted use of TAs
- TA/Teacher conversations

This is the impact of the teaching:

- Confident children who can talk about DT
- Depth of understanding/application in different contexts