I N T E N T	***Our vision for our children as designers…*** All children will have significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes. Children will have the ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs. They will acquire the ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely. All children will have the opportunity to explore different tools, equipment and materials to make their products. All children will have a passion for the subject and knowledge of up-to-date technological innovations in materials, products and systems.
I M P L E M E N T A T I O N	***Our journey…*** In 2018-19 we began to explore the design and technology planning. Staff development sessions led us to categorise the KS1 and KS2 curriculum into six areas for 'longitudinal topics.' The three areas in KS1 will build progressively into KS2. The in-depth focus on golden strands such as; inventors, mechanisms and structures will allow for children to develop a deep understanding of carrying out thorough research, showing initiative and asking questions to develop an exceptionally detailed knowledge of users' needs when designing products. Furthermore, in 2021 this was developed further into more detailed long and medium term plans. These apply more focus to the three key areas of DT; designing, making and evaluating.
	In a design and technology lesson, this is what you will see… Children are given the opportunity to design, make and evaluate two products throughout the school year. Within the design element, children are given the time to conduct in depth research, they will explore existing products and assess the purpose, audience and function of the type of product they will be exploring. They will create their own success criterias, and design an effective product which meets these objectives. They will spend time generating, developing and communicating their ideas through talking, labelled drawings and, where appropriate, ICT. Within the making lessons, children are taught the correct techniques and skills needed in order to make their product. They are also given the time to create prototypes of their own products. Finally, within the evaluating lessons children are encouraged to review their product against the success criterias that they made as a class or individually, taking note of successes and also improvements to their products. In addition to considering the views of their peers to evaluate and note improvements for their work.
I M P A C T	***We know our children are achieving because…*** Evidence is collected through their design and technology project booklets through the use of writing, notes and photographs, clearly showing the three elements of DT; design, make and evaluate. As part of our assessment for learning process, children will receive both verbal and written feedback from the teacher, and peer feedback from other children. Children are also encouraged to be critical of their own work, highlighting their own next steps. The teacher will also fill out an assessment grid following the Chris Quigley Milestones in the following four areas: planning, making, evaluating and technical knowledge.

	If learners need support we have these systems in place… Through the use of the spiral curriculum method, children are able to revisit specific areas of design and technology to improve and develop their understanding. This enables children to revisit their ideas and develop their creativity within the subject matter.