



**Marton Primary  
Academy and Nursery**

BRIGHT FUTURES EDUCATIONAL TRUST

**Our Design & Technology Intent, Implementation and Impact**

**(This document should be read in conjunction with Our Design & Technology Curriculum).**



**Working Together to be the Best we can be.**



**Marton Primary  
Academy and Nursery**

BRIGHT FUTURES EDUCATIONAL TRUST

## **Intent**

At Marton Primary Academy, we firmly believe that Design Technology should be an exciting and inspiring subject that teaches and develops lifelong skills for our inventors of the future. Through a broad and balanced curriculum the children will develop a wide range of skills that can be applied within many different contexts both in and out of school. We hope to nurture them as they develop their abilities, think creatively and solve problems. We provide many opportunities for the children to develop a variety of designs for a range of ***intended users***. They will come to understand and embrace the importance of resilience within the design process as they evaluate and improve at every stage of the design.

We intend for all our children to:

- Develop technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. – Technical & Practical Knowledge.
- Apply a range of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of intended users – Design and Make.
- Critique, evaluate and test their ideas and products and the work of others – Evaluate.
- Understand and apply the principles of nutrition and learn how to cook – Cooking and nutrition.

**Working Together to be the Best we can be.**



**Marton Primary  
Academy and Nursery**

BRIGHT FUTURES EDUCATIONAL TRUST

## **Implementation**

Design Technology lessons are delivered by the class teacher or the teacher who is covering PPA once a fortnight, alternating with fortnightly Art lessons. The Design Technology lead supports teachers with the planning, resources and delivery of the Design Technology curriculum.

The teaching of our Design Technology lessons is intended to be progressive and is embedded due to a carefully designed curriculum. The children are provided with opportunities to revisit and build on previous learning for various design briefs as they progress through school, securing a mastery of technical and practical knowledge and skills.

We are keen to ensure that we deliver broad and varied experiences within our Design Technology lessons. Children are presented with a range of design opportunities and we believe it is essential that all children at Marton understand the resilience it takes and the power of becoming a problem solver. We encourage critical thinking and thoughtful questioning to further develop the children's understanding. Topic briefs can be adapted by class teachers where appropriate to design for relevant pupil interests, national and global topics of discussion, school developments and popular current trends.

From EYFS and upwards, the children of Marton learn about how things work, investigate and use a variety of materials, tools and products, developing their practical skills, finger fluency and handling appropriate tools and construction materials safely and with increasing control.

We teach the importance of researching existing products and designers and evaluating products to create new, original ideas both independently and collaboratively. During product evaluations, the children are required to



**Marton Primary  
Academy and Nursery**

BRIGHT FUTURES EDUCATIONAL TRUST

complete a range of self, peer or group assessments, offering a wider viewpoint on their own design and those of their peers.

Design Technology at Marton has become a much-loved subject which provides many inclusive opportunities. The children are inspired by other designers to become forward thinking problem-solvers and creators and to become the inventors for the future.

## **Impact**

Each unit of work follows a similar design process and this is recorded in the class Design Technology book. Teacher assessment is used throughout the unit enabling adaptation within the planning, to meet the needs of the class. Class discussions are a regular part of the lesson enabling children to reason and problem solve. Peer feedback is also used within classes and across key stages. Evaluating their work is a key part of the process and this is carried out either orally or in a written format across all year groups.

Evidence of progression is recorded by the class teachers within the Design Technology class book and this is monitored by the subject leader and senior leadership team.

Progress across classes is closely monitored by the subject leader and the senior leadership team. Monitoring includes: regular book looks, lesson observations, gathering evidence of good practice, pupil voice interviews, regular learning walks and moderation with other schools.



**Marton Primary  
Academy and Nursery**

BRIGHT FUTURES EDUCATIONAL TRUST

**Working Together to be the Best we can be.**