



# **THURSBY PRIMARY SCHOOL**

## **Intent, Implementation and Impact Statement**

### **Design & Technology (D&T)**

## **Intent**

At Thursby Primary School, our design and technology curriculum is crafted with the intent to ignite a passion for innovation and creative problem-solving in every pupil. We strive to provide them with a comprehensive toolkit of knowledge, skills and understanding necessary to design, develop, and produce high-quality prototypes and products that cater to a diverse range of users and contexts. Central to our intent is the cultivation of an innovative mindset, encouraging pupils to think critically, experiment fearlessly, and appreciate the transformative impact of design and technology on our global community. We aim to empower pupils to see themselves as creators and changemakers, ready to tackle future challenges with ingenuity and resilience.

## **Implementation**

The implementation of our design and technology curriculum involves hands-on, project-based approach that encourages active participation and experiential learning. Each unit of work is carefully structured around a clear and iterative design process: research, design, make, test and evaluate. This process allows pupils to explore different design concepts, experiment with materials and techniques, and refine their ideas through testing and feedback. Pupils are taught to use a variety of tools and equipment safely and effectively, fostering independence and responsibility. We also integrate digital technologies, such as computer-aided design (CAD) software and programmable components, to enhance the design process and introduce pupils to cutting-edge technologies.

## **Impact**

The impact of our design and technology curriculum is evident in the pupils' ability to apply their knowledge and skills to create innovative solutions to real-world problems. They demonstrate improved problem-solving skills, increased creativity, and a deeper understanding of design principles. They develop a strong sense of self-efficacy, believing in their capacity to make a difference through design and technology. Furthermore, our curriculum fosters a greater appreciation for the role of design and technology in shaping our society and encourages pupils to consider ethical and sustainable implications of their designs.

In design and technology, all children have their own books for recording written work and practical sessions will be recorded on Earwig. We use both summative and formative assessments to assess the children's progress. We use ongoing teacher assessments, pre and post assessment quizzes and summative evaluations at the end of a unit. The children's attainment grades are inputted onto the whole school Arbor system and progress is reported to parents once per term at parents' evenings and in the end of year written report.

## **Inclusive Learning for SEND in D&T**

At Thursby School we maintain equal opportunities in line with the Equality Act 2010, the SEND Code of Practice 2015 and our school SEND policy. All children, regardless of ability, SEND, Disadvantaged, race, religion, gender, EAL (non-exhaustive list) are offered equal opportunities to access, develop and be supported in D&T learning

At Thursby Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and

able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions.
- Dual coded word mats/resources/displays to support access
- Use of stories to support understanding, linking to real life experiences
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded)
- ICT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need
- Provide additional ways to record information
- Ensure any sensory difficulties are considered at the point of planning
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'
- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at Thursby Primary School is a teacher of SEND. Our provision is led by the SENDCo and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.