



Slaley First School

Design and Technology Policy

Nurturing Ambitious Individuals

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Design and Technology Policy

Our School Vision

We believe that a happy child is a successful one. Our vision is to develop well rounded, ambitious and responsible individuals who aspire to achieve their full potential. We will do this by providing a nurturing, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. We are committed to the families we serve and the community to which we belong.

Curriculum Intent

At Slaley First School, the intent of our Design and Technology Curriculum is to offer a broad, balanced, rich and vibrant curriculum that ensures achievement for all learners, no matter their starting point.

In line with our overall intent, teaching **specific vocabulary** is a fundamental part of our design and technology curriculum. Terminology is taught and built up over time as the children progress through the curriculum. Children are often challenged to apply their use of this vocabulary in written work, where expectations match those of the English curriculum.

Our curriculum is set out in small **incremental steps** in order to minimise the scaffolding needed. Research by the Education Endowment Foundation indicates that it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. It also indicates that it is important to take account of the

prior knowledge that children bring to lessons and to help them to build upon this understanding. Our curriculum is therefore designed to build upon prior knowledge and skills. It is **self-reviewing** in the form of flashback four where knowledge gained is consolidated and built upon to ensure behavioural change to long term memory to support retention and recall.

Our design and technology curriculum prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas. Through the study of design and technology, children can combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. Our curriculum allows the children to reflect on and evaluate present and past design and technology, its uses and its impact. Design and technology helps all children to become discriminating and informed consumers and potential innovators. Whilst collaborating and working together children are encouraged to uphold fundamental British Values.

Our Curriculum Design

Our Design and Technology Curriculum is designed to allow each pupil to:

- have high levels of engagement, enjoyment and personal development
- develops existing and new interests and achieve their personal best in all that they do

Curriculum Implementation

Design and technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality design and technology curriculum. This is implemented through:

- A well thought out, whole school overview of the DT curriculum which allows for progression across year groups in all areas of DT
- Well planned and resourced projects providing children with a hands-on and enriching experience
- A range of skills being taught ensuring that children are aware of health and safety issues related to the tasks undertaken
- Projects from Year 1 to Year 4 addressing the principles of designing, making, and evaluating

We use the National Curriculum Programmes of Study for Design and Technology as the basis for our curriculum

Early Years

In our Early Years Foundation Stage, children will have the opportunity to engage with Design and Technology and build upon their own experiences using a variety of

materials and media. Children will begin to draw with increasing complexity, manipulate different materials and explore different textures. They will learn to construct with a purpose in mind and collaborate by sharing ideas, resources and skills.

Key Stage 1

In Key Stage 1, the design and technology curriculum will allow children to express themselves creatively with increasing confidence. Children will be stimulated by the tactile, expressive and intellectual nature of design and technology through designing, making and evaluating. Pupils will begin to look at their outcomes critically in order to plan for improvements and judge if their finished product successfully meets their design criteria.

In Key Stage 2,

Advancing through the Design and technology programmes of study will give children the opportunity to become autonomous problem-solvers, allowing them to make positive changes to their quality of life. We will enable learners to identify needs and demands and respond to these by developing ideas and eventually making products and systems. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

Our curriculum planning is set out in three phases. Our long-term plan maps the design and technology topics studied in each term within each key stage. Key Stage 1 and 2 teachers set this out in conjunction with the Headteacher. Our medium-term plans follow the national guidelines and give details of each unit of work for each term. Our short-term plans are lesson specific.

Our Children's Charter

Our children are entitled to a world class curriculum which enables them to

- Feel successful in design technology learning and reach their full potential.
- Enjoy learning and experience awe and wonder through the design technology curriculum that is provided.
- To develop their creativity and critical thinking by analysing their plan and designs, adapting upon these and becoming independent learners.

Inclusion

At Slaley First School we teach design and technology to all children, whatever their ability. Design and technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through design and technology teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention will ensure that all children are taught in accordance with their ability and all who require it will be given the opportunity to 'catch up' and 'keep up.'

We enable pupils to have access to the full range of activities involved in learning design and technology. Staff will develop differentiated weekly plans to ensure pupils who are identified as working at a greater depth in design and technology and are achieving exceptionally high levels of achievement are catered for. For these pupils, open ended investigations are planned.

Curriculum Impact

At Slaley First School, the impact of the curriculum design will lead to progress for all pupils from their starting points. The rich and broad curriculum and units of work will enable teachers to consistently plan lessons progressively, building on prior knowledge and the development of key skills in order to deliver lessons of the highest standard and children's outcomes to be of the highest quality. Children will be confident, resilient, self-motivated, independent learners, with a depth of understanding of the changing world. The monitoring of the standards of children's learning and of the quality of teaching in design and technology is the responsibility of the teachers responsible for teaching it and the Headteacher.

Assessment and Recording

Teachers assess children's work in Design and Technology in three different phases. There are ongoing formative assessments made as part of every lesson to help teachers adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Medium-term assessments are also used to measure progress against the key objectives and to help them plan for the next unit of work. These are also discussed at half termly pupil progress meetings. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against school and national age-related expectations. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing them with the child's parents. Subsequent teachers also use long-term assessments as the basis for planning work for the new school year.

Links to other Policies

Equality information Policy

Teaching and Learning Policy

Feedback and Marking Policy

Assessment policy

SEND policy