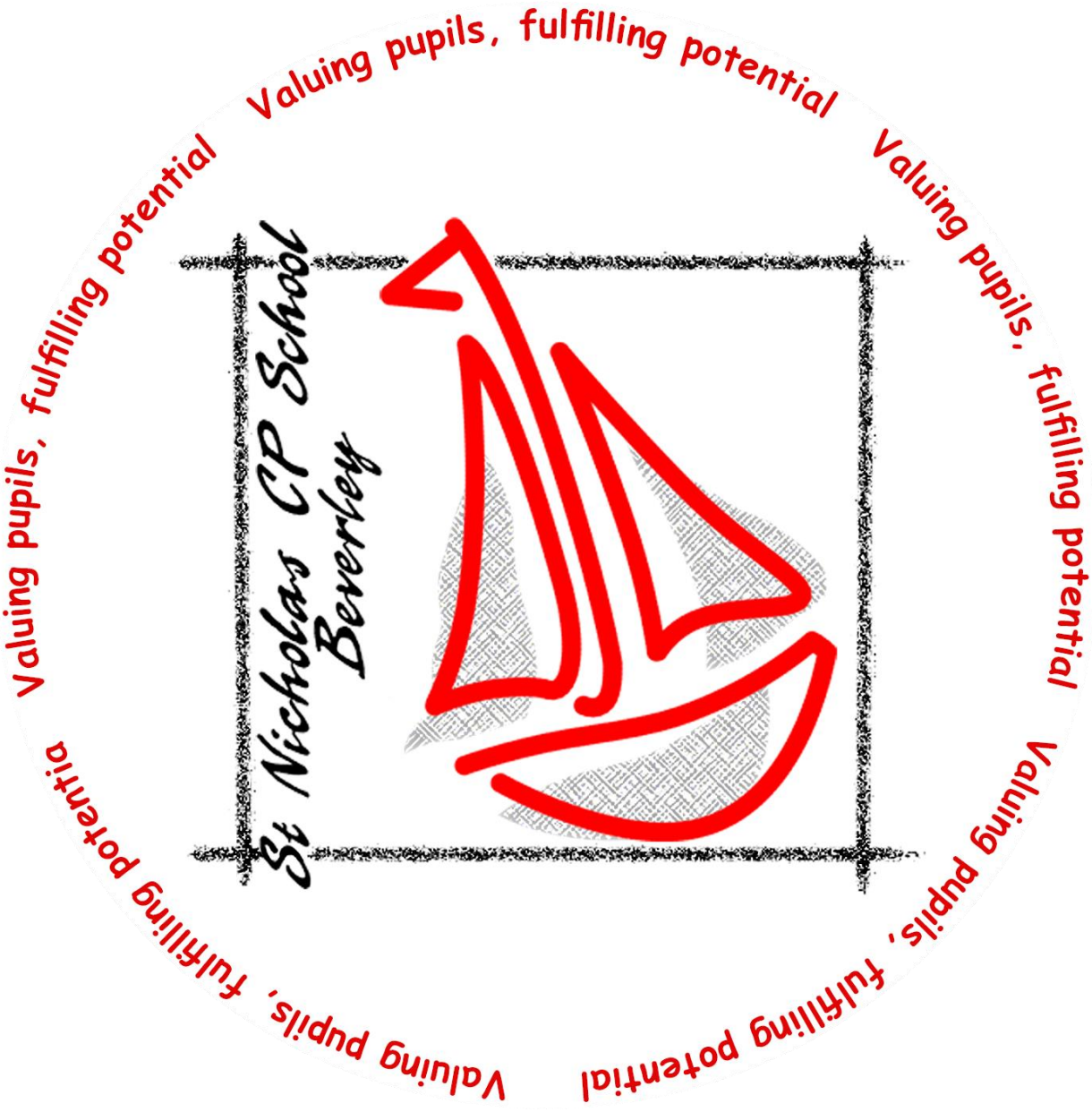
Beverley St Nicholas Primary School



Design and Technology Policy

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1. Curriculum Intent Statement

It is our intent at Beverley St Nicholas Primary to provide children with opportunities to design, make and evaluate products using a range of materials, including textiles, woodwork and electrical circuits. The skills acquired within design and technology lessons draw upon those learned in other areas of the curriculum, such as maths and science, enabling them to build upon previous experience in the classroom. Children also learn life skills through food technology, learning how to bake and cook using the safest techniques.

To build a design and technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will remember more, understand more and be able to use more skills.

To create a design and technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study.

To fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

2. Implementation

Clear and comprehensive scheme of work in line with the National Curriculum.

The Design Technology National Curriculum and EYFS is planned for and covered in full across the school. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

Language:
Design and technology specialist language will be taught within design and technology lessons across the school, and modelled by teachers in all DT lessons. The promotion and use of an accurate and rich vocabulary throughout school is planned into the curriculum.

Knowledge Organisers:
Children have access to key knowledge, language and meanings to understand Design Technology and to use these skills across the curriculum.

Design Technology Working Walls:
Design and technology work is displayed in school, with a focus on terminology used throughout the teaching of design and technology, STEM and SMSC, which enables pupils to make links across the wider curriculum.

Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. They will individually evaluate DT work to ensure that their learning is personalised. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology.

Basic skills: English, Maths and ICT skills are taught during discrete lessons, but are revisited in Design Technology so children can apply and embed the skills they have learnt in a purposeful context.

Enhancement: We plan visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This can be linked to Design Technology and provides the opportunity for children to better understand the knowledge or apply what they already know.

3. **Impact**

Children will remember more, understand more and be able to use more skills.

The large majority of children will achieve age related expectations in Design Technology.

As designers, children will develop skills and attributes they can use beyond school and into adulthood.

4. **Planning and Progression**

We plan using the National Curriculum. We enhance the curriculum using progression grids which map out the skills and knowledge children gain in each year group from EYFS to Year 6. Subject Progression grids are used to develop long term plans. Teachers use the long term planning to plan units of work and deliver individual lessons.

5. **Teaching and Learning Pedagogy**

At the start of all Design Technology topics, teachers will discuss with pupils existing products similar to those they are designing, making it clear who the audience is. Teachers will model skills needed, and allow pupils to practise these skills in isolation, before using them to create their design. Health and safety is a priority, and safety rules are always made clear. They are referred to throughout the making process. Pupils will work together to evaluate their designs.

6. **Assessment**

At Beverley St Nicholas assessment in design and technology comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the knowledge and skills laid out in the school's progression maps and they assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the Design Technology National Curriculum. At the end of each term teachers judge children against these criteria using the school's assessment system Educator. This data is then analysed by the Design Technology subject leader.

7. **Resources**

At Beverley St Nicholas School there is a designated Design Technology room, in which resources are provided to aid the teaching of all areas of the design and technology curriculum. This space allows room to teach design and technology practically and safely.

8. **Equal Opportunities and Inclusion**

All pupils are entitled to access the design and technology curriculum at a level appropriate to their needs.

At Beverley St Nicholas Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes

towards others. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenges to different groups of learners. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. **Co-ordinator Responsibilities**

The Design Technology subject leader is responsible for:
· Monitoring the teaching and learning of Design Technology
· Overseeing and implementing the Design Technology policy.
· Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
· Attending training and providing staff with appropriate feedback and CPD.
· Attending courses to keep knowledge up to date and feedback to staff upon return.
Each class teacher is responsible for delivering Design and Technology to their class.

10. **Parental Engagement and Reporting to Parents**

It is the aim of the school to involve parents as much as possible in their children's education. Parents are invited to help in the classroom, and to termly curriculum mornings, and kept informed regularly of their child's progress, both formally and informally.

In design and technology, parents are kept informed of the work being done as physical products are often sent home once it has been completed.

11. **Policy Review**

Policy Reviewed: January 2020
Review Date: January 2021