



Design and Technology Policy

Date written:	September 2022
FGB approval:	October 2021
Date for review:	September 2023
Version number:	V3

Subject Leader: Liz Coope
Email: lcoope@loscoe.derbyshire.sch.uk

Rationale

This policy provides details of the rationale for teaching Design & Technology at Loscoe Primary School & Nursery. This policy will also establish expectations for teachers of this subject. Through this policy, a cohesive curriculum for Design & Technology can be followed throughout each key stage. This policy will also help to promote parents' and carers' understanding of the curriculum.

We will ensure that the children are provided with regular opportunities to participate in Design & Technology, as we believe that this subject allows pupils to solve problems, think creatively and develop ideas. This subject offers pupils a chance to use creative thinking and activity within a defined purpose which will have a tangible outcome. Our school is committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world where technology is rapidly changing and advancing. At Loscoe Primary School and Nursery, the Design & Technology curriculum is designed to give pupils opportunities to develop skills in designing and making food products, textiles products, structures and mechanisms which at times will incorporate using electrical components. This is an ideal springboard for the development of collaborative working and encourages evaluations of the pupils' own ideas and products.

Statement of intent

Through our Design Technology curriculum, we will strive to:

- Teach design and technology as an inspiring and practical subject.
- Work with a variety of materials and through the new skills they learn, so children get to design, make and evaluate a range of products.
- Provide opportunities for children to work individually or as a team to design and create things in a variety of different ways.
- Enable and inspire children to become innovators.
- Teach a varied and balanced design and technology curriculum, progress skills and extend knowledge and vocabulary each year.
- Support our children in developing a critical understanding of design and technology and its impact on daily life and the wider world.
- Promote cooking skills and children's enjoyment of this, whilst educating the importance of a balanced and varied diet.
- Make cross curricular links with design technology to other subjects where this is possible to make the subject relevant and meaningful.
- Ensure Design & Technology is accessible, ambitious and provides cultural capital to all pupils, including those who are disadvantaged, and pupils with SEND.

The importance of Design & Technology to the Curriculum

At Loscoe Primary School & Nursery, we aim to fulfil the requirements of the National Curriculum for Design Technology, in ways that stimulate creativity and imagination. Through following the National Curriculum and shaping this to our own sequence, we believe that Design & Technology provides an opportunity for self-expression and communication in our school setting.

At our school, we will see creative individuals who feel free to express themselves through different mediums of design and use of technology. To enable us to reach the desired impact for Design & Technology, we will ensure that:

- Childrens' understanding, knowledge and skills are monitored by class teachers and subject leaders. This is then used to inform differentiation, challenge and support.
- Assessment is used to inform future delivery of these sessions
- The children's Design & Technology project work will have a clear outcome and purpose, making this relevant and meaningful to learners.
- Children will be able to work effectively, both collaboratively and independently.
- The children develop creativity and confidence, which can then enhance their learning in other areas of the curriculum.

Planning

At Loscoe Primary School & Nursery we are using Cornerstones Curriculum Maestro across the school to enhance the curriculum that we offer, and to ensure a cohesiveness of teaching and learning across year groups and key stages. The Design & Technology aspects of the curriculum are mostly taught within Companion Projects and these are interwoven throughout the overall curriculum. Teachers also use our subject knowledge, skills and vocabulary progression grid when planning to ensure full coverage and progression across year groups, in accordance with the National Curriculum. Planning of the Design & Technology curriculum is focused on creating opportunities for pupils to:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists and famous people.
- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Take every day or familiar objects and investigate how they actually work and who they are really aimed at.

- Design, make and evaluate a range of products
- Enjoy working individually or as part of a team and gives them the opportunity to become innovators.
- Develop skills in designing and making food products, textiles products, structures and mechanisms which at times will incorporate using electrical components. This is an ideal springboard for the development of collaborative working and encourages evaluations of the pupils own ideas and products.
- Evaluate and analyse their work and that of others
- Discuss ideas and planning with their peers.
- See that their work is valued, celebrated and displayed around the school.

Teachers are expected to use the foundation subject proforma that we use for all foundation subjects at Loscoe. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught. our school, art, design and Design Technology is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

Medium-term plans and lesson sequence plans will be shared with the **subject leader** to ensure there is progression between year groups.

Inclusion

At our school we strive to plan and deliver an effective Design Technology curriculum to all children. As throughout the rest of the curriculum, Design Technology is planned for accessibility of pupils with Special Educational Needs, and will be ambitious to challenge all children. Teacher judgement will ensure that all pupils receive suitable challenges for their level in this area so that they are motivated by the accessibility of this with many stimulating challenges. Relevant scaffolds or adult support will be implemented to support pupils where necessary.

Where a child has an Individual Education Plan, this may include, as appropriate, specific targets linked to Design Technology or a creative element that is personal to them.

Health and Safety

Health and safety considerations are of paramount importance in practical Design Technology sessions, especially when using tools. Children must be given clear guidelines for practical

sessions and taught the correct way to use equipment. Teachers must ensure that pupils follow and obey safety rules and safe systems of working, in line with the school's Health and Safety policy.

- The risks of each task will be assessed by the **classroom teacher** and **subject leader** before lessons, and relevant PPE will be compulsory based on their decisions.
- Equipment will be tested before the start of every lesson by the **classroom teacher**.
- Pupils will be supervised at all times during practical lessons.
- All tools, such as glue guns, are checked by the **subject leader** before use. It is also the duty of staff to recognise and assess the hazards and risks associated when working with food and other materials.
- All pupils will be taught how to use all equipment properly by the **classroom teacher** before use; similarly, pupils will also be fully briefed on the importance of how to correctly use equipment and tools.
- Parent helpers will be supervised if completing tasks with groups of pupils.

Assessment and Recording

We assess the children's work in Design Technology whilst observing them in lessons and through peer and self-evaluation. At the end of a half term, the class teachers will note the progress of the children down on the agreed assessment proforma, stating which children have gone above and beyond for the unit, and which have not quite grasped the key teaching points. This proforma also identifies key strengths and key weaknesses that will need to be addressed in further planning to enable teachers to target and close gaps in pupil's learning.

The children's topic books and photographic evidence will provide a learning record for each child in Design Technology. The teachers will make an annual assessment of progress as part of a written report to parents at the end of the year - this is also passed on to the next teacher.

Resources

The resources for Design Technology are kept in a central area, or bought on demand using the Key Stage's annual budget. A 'wish list' of required resources, or resources that need to be replaced, is in the D&T subject leader folder on Google Drive for all members of staff to add to as necessary. This will be monitored regularly by the D&T coordinator.

Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Statutory framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five (2021)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf
- DfE 'Design Technology programmes of study: key stages 1 and 2' (2013)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

Monitoring and Review

The executive headteacher, Head of School, subject leader and the governor for Design & Technology will carry out the monitoring.

This policy will be reviewed in September 2023.