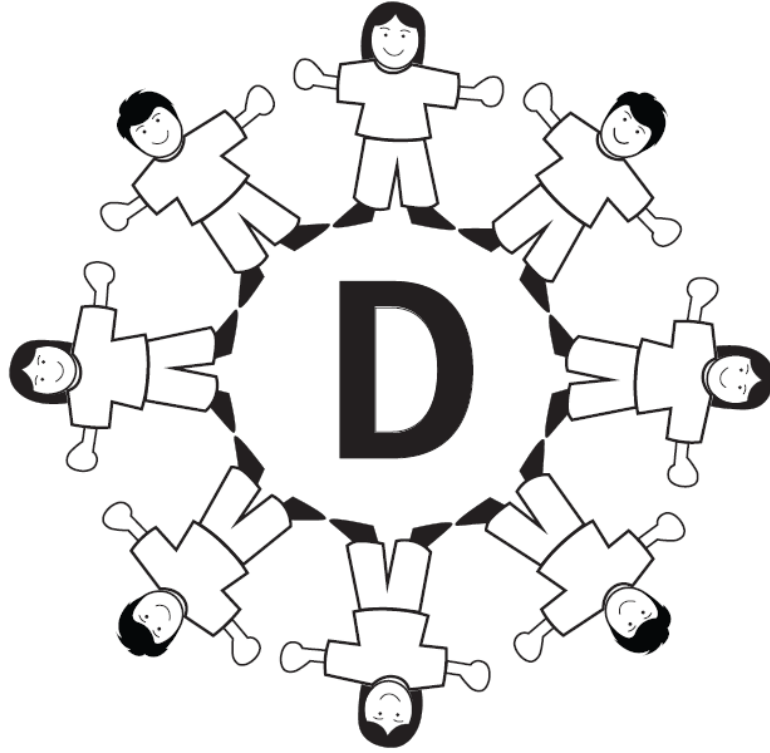


# Dalestorth Primary and Nursery School



## Design Technology Policy November 2024

## **Design and Technology Intent**

At Dalestorth Primary and Nursery School, we teach Design and Technology by meeting the requirements of the National Curriculum. Quality first Design and Technology education involves two important elements – learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users. We deliver a high-quality education which provides opportunities for our pupils to develop their capability, combining their designing and making skills with the knowledge and understanding needed to create quality products. At Dalestorth, we develop our pupils' skills and knowledge in design, structures, mechanisms, electrical control and food technology. These skills also help consolidate learning within the wider curriculum. Furthermore, we hope to enable our pupils to become the technologists of the future by instilling a strong sense of environmental impact and sustainability throughout their projects.

We will do this by:

- Investigating and evaluating existing products
- Developing particular aspects of knowledge and skills by completing focused tasks
- Designing and making 'something' for 'somebody' for 'some purpose'.

### **To develop our pupils as design technologists we:**

- Plan for each year group to complete an in depth Design and Technology project at least twice per year.
- Ensure full curricular coverage through meaningful, real-life D&T opportunities.
- Develop skills progressively within each area of D&T.
- Ensure that each D&T unit of work takes into account of the 6 principles of high-quality D&T (user, purpose, functionality, design decisions, innovation and authenticity).

### **Equal Opportunities and Inclusion**

- All children are given access to a broad and balanced curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

### **SEND**

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We do this by responding to each child's different needs. Level of challenge should not be altered, rather that we change the tools we give to the children, so that they can be successful. If a child is being tracked on BSquared they may receive a more individualised curriculum and may receive a different level of challenge as appropriate. See SEND policy for further details.

### **Curriculum Organisation**

#### **Foundation Stage**

In EYFS, specific elements of D&T can be found in: Expressive arts and design, understanding the world (technology) and physical development. However, many aspects can be linked throughout other areas of the EYFS curriculum. Specific aspects are planned each term, however provision ensures that children have access to a range of design and technology opportunities to access independently within their provision all of the time.

## **Key Stage 1**

In Key Stage 1, design and technology projects are completed at least twice a year to ensure coverage over a 2-year cycle. A skills progression document is used to support and ensure appropriate pitch and challenge and Projects on a Page are used to help ensure projects are structured appropriately, ensuring provision of the 3 main aspects of D&T. Each project will be recorded in a project booklet which is organised into individual lessons (will objectives) and is sequenced to reflect the three main stages. Each child will keep their completed booklets in a folder which will move with them through Key Stage 2.

## **Key Stage 2**

In Key Stage 2, design and technology projects are completed at least twice a year to ensure coverage over a 2-year cycle. A skills progression document is used to support and ensure appropriate pitch and challenge and Projects on a Page are used to help ensure projects are structured appropriately, ensuring provision of the 3 main aspects of D&T. Each project will be recorded in a project booklet which is organised into individual lessons (will objectives) and is sequenced to reflect the three main stages. Each child will keep their completed booklets in a folder which will move with them from Key Stage 1 and through Key Stage 2. This will allow them to refer to previous learning when they revisit specific areas, such as mechanisms.

See the subject expectations document for more information.

## **Teaching and learning**

When staff are planning and delivering DT sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a **critical thinker**, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

## **Assessment**

Formative assessments will be used each lesson and will inform future planning and adaptations to lessons required. Each lesson in children's work booklets will have its own learning objective, which will be RAG rated at the end of each lesson on line with the Teaching and Learning Policy. Due to the practical nature of many of the lessons, it should be quite apparent where children require additional support, and this should be provided at the point of need. Children who do not get a green highlight for a specific lesson should be given additional help before or during the next lesson.

Children who require a lot of support throughout their D&T work, which is planned to be age appropriate, can be assessed as working towards the level expected. Children who mainly achieve green RAG ratings in lessons can be assessed as working at the level expected. Children who are extremely confident and accurate in their work, who show good understanding of the skills and objectives, and who can support and explain their understanding well to others, can be assessed as working at greater depth.

See the Whole School Teaching and Learning Policy and subject expectations for more information.

## **Monitoring this Policy**

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in D&T to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen.

It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the D&T policy and to seek clarification from SLT if unclear.

The policy will be evaluated and reviewed with staff having an input into any changes.

## **Parents and Stakeholders**

Any parent wishing to read the reading policy will be directed to the school's website.

The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

**POLICY REVIEW**

This policy is to be reviewed every two years.

**Policy written by J Debic**

**Policy adopted: February 2021**

**Policy reviewed by J Stonham November 2024**

**Policy due to reviewed: November 2026**