Design & Technology Policy

February 2022

Review date: September 2023

Subject Leader: Louise Wheatley

Statement of intent

At Beckers Green, we strive to excite and engage our learners through topics which are selected to enhance their cultural capital. Historically in our community, the experiences of our children have been isolated to their local environment and it is therefore important that we seek to expand horizons within their school experiences. Our curriculum also includes many opportunities for children to understand the cultural importance of Braintree and its geographical and historical context.

We have used this knowledge of our pupils to create a curriculum that is ambitious for all and offers them learning that build on prior knowledge and understanding. Topics and lessons are sequenced carefully to ensure opportunities to revisit and activate prior knowledge are optimised in order to support pupils in transferring information to their long-term memory.

Pupils with additional needs have their needs met through high quality teaching (which may include scaffolded tasks, appropriate support and challenge) or through individualised curriculums where necessary.

Introduction

Design and Technology 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 and eventually making products and systems. Through the study of Design and Technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

School aims

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas;
  to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

National Curriculum aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Organisation

Design and Technology is a foundation subject in the National Curriculum. Our school uses a topic-based approach to deliver foundation subjects. These subjects are organised using a two-year rolling programme which

Key Stage 1
During Key Stage 1, Design and Technology lessons encourage pupils to consider why particular materials are used for a purpose and to evaluate their effectiveness. They are then given opportunities to design and make their own products for a defined purpose, using the information they have gathered about existing products. They then evaluate their own products and consider what improvements they could make.

Key Stage 2
During Key Stage 2, children cover the aspects of Design and Technology previously covered in Key Stage One, but with opportunities to make prototypes, redesign and remake after evaluation and consideration for improvements.

Planning (including differentiation, inclusion and evaluation)

We carry out the curriculum planning in Design and Technology in three phases: long-term, medium-term and short-term. Long-term plans (Curriculum Planners) map out the skills covered in each term half term in KS1, Lower KS2 and Upper KS2 and the topics through which these skills will be taught. There are Year A and Year B plans which are alternated each year.

Our medium-term plans give details of each unit of work for each topic. They identify learning objectives and outcomes, and ensure an appropriate balance and distribution of work across the year. As Design and Technology work at Beckers Green is topic-based, it may not be taught in every half term, but all skills will be covered during the course of the year. Class teachers plan as appropriate for their weekly lessons drawn from the medium term plans.

We plan the activities in Design and Technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Resources

Our school has a wide range of resources to support the teaching of Design and Technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the design and technology area upstairs. This room is accessible to children only under adult supervision. Any requests for new resources should be passed to the Design and Technology subject leader (Louise Wheatley). These should be considered and requested with adequate notice.

Assessment, recording and reporting

Teachers assess children's work in Design and Technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. Teachers make a judgment about each child's attainment using Curriculum Maestro and record children's attainment termly.
The Design and Technology subject leader keeps evidence of the children's work in a portfolio.

Monitoring

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader.

At the end of each term the Design and Technology subject leader will analyse the Design and Technology data from each year group and produce a report for the headteacher detailing attainment and progress in

Design and Technology across the school. This will include analysis of specific groups within school such as Pupil Premium children and higher attaining pupils.

At the end of the year the design and technology subject leader will produce an annual report evaluating Design and Technology across the school.