

Subject Policy: Design Technology

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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the DT curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our **'Shine Curriculum'** encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.

OUR SHINE CURRICULUM



This policy should be read in conjunction with the Learning Policy.

Intent

- To develop children's Design and Technology skills by implementing the National Curriculum for D&T in an imaginative way.
- To deliver high-quality DT lessons will inspire children to think independently, innovatively and develop creative, procedural and technical understanding.
- Children will develop knowledge and understanding of mechanisms, structures, textiles and cooking and nutrition, as they move through school.
- To enable the children to design, make and evaluate functional products with users and purposes in mind.
- Develop the children's skills, knowledge and understanding of designing and making functional products.
- To enable children to talk about how things work, using technical vocabulary, 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 reflect on and evaluate their own and other's designs and products.
- To encourage our children to become problem solvers who can work creatively on a shared project.
- Gives each pupil a chance to believe in themselves as designers and innovators, developing the power of resilience and *perseverance* when faced with problems to solve.
- Encourage a love of DT through an exciting, engaging and relevant DT curriculum.
- Provides opportunities to develop team working skills as children wrestle with challenging concepts together, showing *kindness, respect* and humility as they learn and grow.

Implementation

Planning, Teaching and Learning

Strategies are in place within school to develop each of the key areas of Design Technology, ensuring coverage of the Nation Curriculum 2014, and systematic coverage of key skills.

- In EYFS the children learn Design and technology skills linked to their ELG (Physical Development and Expressive Art and Design) through activities such as junk modelling and building and construction.
- From Year 1 to Year 6, DT is taught discreetly each fortnight through DT mornings, alternating with Art each half term. This provides children with a sustained period of time to research products, develop their knowledge, skills and experience during DT lessons, and to produce functional designs and prototypes.
- Each year group from Year 1 to Year 6, focuses on three topics throughout the year.
- Each new topic focuses on a specific set of skills. The skills and knowledge that children will develop throughout each DT topic are mapped across each year group and throughout the school to ensure progression.
- DT is taught throughout the school and teachers are supported by the DT lead if they are unsure of any skills or lack of ideas.
- Children are taught through clear modelling and the study of functional products. Children have the opportunity to develop their knowledge of mechanisms, structures, textiles and cooking and nutrition, as they move through school.

- A sequence of lessons will progress from carrying out research into a product, designing a functional product, making prototypes from a design and evaluating final products.
- Within lessons, children will be given the opportunity to think independently, innovatively and develop creative, procedural and technical understanding. They will work on both individual and group projects.
- The school's high quality DT curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in using a range of materials and tools safely, to produce prototypes of a high standard.
- A range of accurate DT vocabulary specific to the current area of study is explicitly taught and used within each lesson. Children are encouraged to use this technical vocabulary when expressing their thoughts and evaluating their work or the work of others.
- Each class has the opportunity to display their DT around school, celebrating their achievements.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary.

Leadership, Assessment and Feedback

- Design Technology books are used from Year 1 to Year 6, to evidence learning and outcomes in DT. Photographic evidence, observations and examples of DT knowledge and skills are used as evidence in EYFS and uploaded on to Tapestry.
- Work is marked and feedback given in line with the St Matthew's Feedback Policy.
- Children's work will be marked according to the learning objective for each lesson as well as any ongoing individual targets the teacher is aware of for each child.
- Teachers will use the year group expectations in each specific area of DT, from the scheme of work and long term plan, to assess children against age related objectives.
- Verbal feedback will be given, linked to the learning objective for each lesson as well as any ongoing individual targets the teacher is aware of for each child.
- Children in all year groups will be given the opportunity to self evaluate and discuss their own development.
- Ongoing assessments and observations made by teachers will be used to inform the next lesson, identifying any gaps and used to plan support for children who need it.
- A termly monitoring cycle ensures that work is moderated and quality assured at regular intervals through the year.
- The DT leader has a clear role and overall responsibility for the progress of all children in Art and Design throughout school. Working with the Senior Leadership and Management Team, artwork is analysed and regular feedback is provided, to inform on progress and future actions.
- Summative assessments are completed at the end of the summer term.

Impact

- Children demonstrate an understanding of the DT process (designing, making and evaluating) and are able to discuss examples of their own work in this way.
- Children are able to research and evaluate products with increasing independence as they move through school.
- Children can use age related technical knowledge and DT vocabulary confidently when expressing their thoughts, ideas and designs.
- Children show confidence in their abilities as an innovator and are able to approach new projects implementing previously taught technical knowledge and skills.

- Clear progression in designing, making and evaluating is evident in book work.
- Each child achieves the expected objectives for their year group.
- Children are excited and proud to share their ideas and designs.
- Displays around school reflect the children's sense of pride in their DT work and demonstrates application of knowledge and skills across the wider curriculum.
- The school environment celebrates children's achievements in DT and demonstrates the subject's high status in the school, with outcomes enhancing the outdoor as well as indoor environment.
- Children show a high level of pride in the presentation and understanding of their work.

This policy will be reviewed biennially or more frequently if required.