



Design Technology Policy

September 2021

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The Design Technology Curriculum Statement is contained within a separate document and should be read in conjunction with this policy.

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1. Teaching and Learning

Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication; speaking, designing, drawing, assembling, making, writing and using computer technology. Projects are taught in blocks which allows for more effective learning in which teachers can focus on teaching and developing DT skills, allowing children to develop their ideas and techniques. Units of work have been selected and planned to ensure a balance of materials, skills, knowledge and understanding throughout each Key Stage. Units of work are planned to include designing and making assignments (DMAs) supported by focused practical tasks or skills teaching (FPTs) and work involving reviewing existing products (IDEAs). All children should have a breadth and balance of experience.

The curriculum is designed to enable progression in Design and Technology processes, including specific aspects of designing and evaluating. It also ensures that children develop their knowledge and skills systematically; choosing and using an increasing range of tools and techniques to suit a range of different purposes and developing their knowledge and understanding of mechanisms and structures to enable the incorporation of mechanical and electronic systems into their products.

Opportunities will be sought by the school to provide the children with access to places of design and technological significance and learning outside the classroom within units of work. The school will also seek to provide access to people with specialist design and technology skills from the local and wider community to enrich the Design and Technology curriculum.

2. Assessment

Children's knowledge and skills are assessed and developed by the teacher during lessons and through critical discussion at the end of each unit.

The knowledge, understanding and skills identified form the basis of learning objectives for each D&T session and is used to help focus teacher's discussions with children and inform observations. Teachers use the information they gather during projects about the performance of individual children and groups to provide carefully tailored feedback, questioning, explanation and support, according to their needs.

At the end of each unit of work, the identified key knowledge in DT is also checked, reviewed and consolidated, and this process is evaluated using the creation of a knowledge organiser. Teachers check and refer to previous related knowledge at the beginning of each new DT topic.

Displays within the classroom and hall areas will reflect a range of work across key stages, to celebrate and exhibit children's varied responses to the brief.

3. Planning and Resources

On-line DT plans and resources, produced by Plan Bee, are available on the shared drive. Teachers consult these to ensure technical accuracy in their teaching and to inform the programme of study for their year group. The key skills and knowledge for each Design and Technology Topic have been mapped by each year group to ensure that these are progressive from one year to the next. Planning considers cross curricular opportunities and these are stated on the school's knowledge and skills progression mapping and embedded in practice. The context of the school, including the use of local resources and places to ensure relevance, is also considered at planning level.

Teachers will either select materials needed to complete a DT project from the DT Resource area, purchase any materials needed for the design, construction and evaluation of a project or decide to use recycled materials or junk modelling to help complete a project. Children are taught to use tools and equipment in a sensible, safe and efficient manner.

4. Organisation

Design and Technology planning is mapped in blocks on the Whole School Curriculum

Overview. Units of work are planned to include a balance of designing and making assignments (DMAs), teaching key skills (FPTs) and work involving reviewing existing products (IDEAs). Links with other subject areas are made where appropriate.

5. EYFS

The staff team will plan for children to experience creative opportunities and develop key skills and techniques within the EYFS curriculum. There will be a focus on developing fine motor skills and learning how to plan, design and produce the finished project. The knowledge and skills acquired and developed in the EYFS will provide the foundation or those identified in subsequent years.

Nursery and Reception classes will be, where appropriate, included in whole school projects, workshops, events and competitions associated with Design and Technology.

6. KS1 and KS2

Teachers will plan for lessons so that children will learn to design purposeful, functional, appealing products for themselves and others based on design criteria and to communicate their ideas through talking and drawing. They learn to select from and use a range of tools and equipment to perform practical tasks and to choose from a wide range of materials and components. Each aspect of the school's Design and Technology programme of study, will link explicitly to the five National Curriculum strands. The provision will support each child's achievement of the 'end-points', as stated on the school's Design and Technology Knowledge and Skills Progression Mapping documents, which are directly informed by the National Curriculum 2014.

7. Equal Opportunities

Whole school policy on equal opportunities will be adhered to in Design and Technology activities. Teachers ensure that children have access to the range of Design and Technology activities and use opportunities within Design and Technology to challenge stereotypes. Children are encouraged and supported to develop their Design and Technology capability using a range of materials. Children with special needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the Design and Technology curriculum.

8. Inclusion

All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in Design and Technology.

9. Role of the Subject Leader

The subject leader will monitor the teaching and learning of Design and Technology across the school; ensuring a high quality, broad and stimulating curriculum. They will also support and facilitate opportunities that support the

continued professional development of teachers in the teaching and learning of Design and Technology. A range of good-quality materials and tools, which enable teachers to resource and teach the subject effectively, will be maintained by the subject leader.

10. Parents

We encourage all parents and carers to support and assist with whole school events and Design and Technology projects. Parents and carers from the field of design and technology are warmly encouraged to approach the school to support opportunities for enrichment and the school will actively seek to engage and collaborate with parents and carers with specialist skills for this purpose.

This policy will be reviewed annually by the Governing body

Policy Agreed:	September 2021
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