Design & Technology: Subject Policy

Design & Technology Intent:

Our mission for Design and Technology is to enable the pupils to have a spectrum of opportunities to innovate, design, create and evaluate by combining the skills and the knowledge that underpin this highly practical and enjoyable subject. To promote the 'Love of Learning' children undertake tasks ranging from planning and preparing a healthy meal; additionally, seeing if they can keep in budget too, through to designing and making miniature fairground equipment using all and any of the appropriate tools and skills developed on their learning journey. Design and Technology aims to enhance and draw on the key learning from science and mathematics within our school to really give children the opportunity to demonstrate all their knowledge and creativity.

Design Technology is a largely practical learning opportunity; as such, our aims reflect this. Our shared aims also encompass the wider impact of design technology; looking beyond the Design and Technology curriculum to include elements from other curriculum areas; as well as the wider impact upon the learner.

Our Aims:

- To provide children with the opportunity to make quality products.
- To provide children with the opportunity to explore food and cooking techniques along with healthy eating and environmental issues within food production.
- To develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tools, materials and components.
- To become creative problem solvers as individuals and members of a team.
- To develop an ability to criticise constructively and evaluate their own products as well as others.
- To help children develop an understanding of the ways people in the past and present have used design to meet their needs. To then reflect upon this and evaluate such techniques.
- To offer enterprise opportunities involving elements of Design and Technology.

How Design and Technology is taught:

To effectively deliver the curriculum requirements we believe that a combination of thematic learning amalgamated alongside teaching skills discretely best serves the manner in which our curriculum works. EYFS and Key Stage 1 (Y1+Y2) operate a 1 year rolling program, whereas Lower Key Stage 2 (Y3+Y4) and Upper Key Stage 2 (Y5+6) offer a rotating cyclical process. This is broken down into Cycle A and Cycle B. Children will be taught towards 'End Points' for each of these stages. These end points ensure children receive a broad coverage of knowledge and skills, challenge appropriate for their age and the opportunity to build on skills each year; rather than duplicate learning. Within this cyclical system children will follow an age appropriate learning process detailed beneath. This ensures children understand the process of product design at an appropriate level for their age.

Domains of Knowledge	
Product Design (Modelling and Electrical) This domain of knowledge incorporates a large amount of the activities involved in resistive materials (woodwork, modelling etc).	**Food Design** (Preparation and Healthy Eating) This domain of knowledge incorporate the tasks based around food preparation and the knowledge of healthy eating.

Key Concepts

Design Technology – Key Concept Overview

– innovate – plan – design – create – evaluate –

EYFS Key Concepts	KS1 Key Concepts	KS2 Key Concepts
- Explore – (Find out about the product) **- Create –** (Represent your thoughts and understanding in product form) **- Evaluate -** (Share your thoughts on the product – likes/dislikes)	**- Explore and Plan -** (Find out about the product, beginning to think of how you might develop this) **– Design –** (Begin to plan your design) **- Create -** **(Technical Knowledge)** (Represent your thoughts and understanding in product form) **- Evaluate -** (Review and comment upon how successful the produce was)	**- Innovate -** (Be presented with a problem that needs a solution; your solution) **– Plan & Design –** (Plan your design and the process involved) **- Create -** **(Technical Knowledge)** (Represent your thoughts and understanding in product form) **- Evaluate -** (Review and comment upon how successful the produce was)

The domains of knowledge and key concepts inform our planning for modules and ultimately the learning journey for each child.

Design & Technology planning:

Design and Technology is planned for within phase teams, to be taught as a discreet subject with planning on the schools standard Medium Term Plan Format.
The following should be identified on planning:
- Links to Prior Learning (The alternate cycle and the prior key stage)
- Links to Future Learning (The alternate cycle and the subsequent key stage)
- Key Vocabulary – Identified in the specific lesson section
- British Values, Cross-Curricular links, Global Goals and SEND adaptations should be identified at the bottom of the Medium Term Plan.
- Revisit, Remember, Respond (R.R.R) should be identified on the planning at the beginning of each session.

Assessment and recording:

Design and Technology should have work recorded within it's specific book (Y1-Y6). A provided knowledge organiser should be used at the start of the module to also act as a title page. As far as is possible, all Design and Technology work (excluding practical builds) should be recorded within the designated books.

Marking and Feedback follows the schools standard format and is recommended to be on a single unit overview sheet (Appendix B of Marking and Feedback Policy).

Design and Technology is not an assessed subject, therefore the marking and feedback will provide a recorded log of pupils working at, below or above expectations with discussions with a class teacher also being utilised if further detail or context is needed.

Resources:

Tools are located and stored towards the rear of the old hall. Consumable resources are to be ordered in advance of the point of teaching to the required volume.

Inclusion and Differentiation:

How we support our SEND pupils

All children are expected to partake in Design and Technology tasks; reasonable adaptions may be required to enable specific children to partake in learning opportunities. Where required; apadtation of task, outcome or support can be used to enable pupils to make relevant progress and to also enable them to achieve a sense of success in accomplishing appropriately challenging tasks. We aim for our children to rise to the challenge with the appropriate support where possible; instead of lowering the expectation.

How we support our Pupil Premium children

Our pupil premium children are supported in multiple ways within Design Technology. Our extra-curricular activities encompass multiple points where children can access clubs enabling them to develop their Design Technology Skills. Pupil premium children can access a priority place to ensure opportunities for them to access a broad education are present and available. Where additional funds are required for projects stretching beyond that of the National Curriculum; pupil premium children may receive support in accessing either resources or other requirements.

How we extend our Gifted and Talented pupils

Pupils demonstrating an ability to consistently exceed high expectations or to demonstrate skills considerably higher than their expected working ability may be placed on the Gifted and Talented register. Additionally, in line with our mastery approach curriculum; children demonstrating a higher level of skill/attainment should look to deepen their understanding by receiving a higher level challenge of their application to a range of scenarios within their own year expectations, before looking to a higher year group for appropriate challenge.

Monitoring and review:

The Design and Technology curriculum leader and class teacher are responsible for monitoring the standard of the children's work and the quality of teaching. The Design and Technology curriculum leader is responsible for supporting colleagues in the teaching of Design and Technology, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Design and Technology curriculum leader will complete an action plan where they evaluate the strengths and development points within the subject and indicate areas for further improvement, as required. The Design and Technology curriculum leader must therefore make use of non-contact time to undertake monitoring of history across the whole school.

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Design and Technology Subject Lead