



**Policy for**

**Design and Technology**

##

**Pheasey Park Farm School and Early Years Centre**

**Design and Technology Policy**

**Mission Statement**

We have the motto “Believe and Achieve” to remind everyone in the school community, pupils, parents, staff and governors that we should always have high expectations of ourselves and each other. If we believe we can do it then we can do it.

**Aims**

At Pheasey Park Farm Primary School everyone aims to work together to strive for excellence in learning and behaviour. Every child has the right to achieve their potential in a positive, orderly and stimulating environment. We aim to bring learning alive and encourage confident learners who enjoy thinking, active enquiry and participation.

We aim to value children as individuals and support them to achieve success. The curriculum is responsive to changes in society and in education and promotes responsibility to prepare children to become responsible citizens. The school aims to provide the essential building blocks for future learning as well as fostering at each stage vital social, emotional, intellectual and spiritual developments.

**Curriculum Drivers**

Our **Curriculum Drivers** are:

**Possibilities -**for pupils to be aware of all opportunities available to them and to have high aspirations for the future.

**Resilience -**for pupils to have the courage to bounce back from any setbacks or challenges and maintain a positive outlook on life.

**Diversity -**for pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences.

**Curriculum Intent**

Our Design and Technology curriculum is designed with the intent that all children will become a competent designer, who is inquisitive about the world around them. We intend to provide the children with opportunities to develop their skills and knowledge in design, structures, mechanisms, electrical control and in a range of materials, including food. Design and Technology lessons encourage children’s creativity and encourages them to think about important issues, solving real problems as both individuals and as part of a team. The children are also provided with opportunities to evaluate existing products to assess their effectiveness, including inventors and use these evaluative skills to assess their own work.

**Curriculum Implementation**

To ensure high standards of teaching and learning in Design and Technology, we implement a curriculum that is progressive throughout the whole school. We ensure that Design and Technology has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain ‘real-life’ experiences.

Design and Technology is discreetly taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. In the Early Years Foundation Stage, Design and Technology is taught through the area of learning known as ‘Expressive Arts and Design’, in which children are supported to explore and play with a wide range of media and materials. In Key Stage 1 and Key Stage 2, through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in the process of exploring current work and designs, designing and making their own, and evaluating the effectiveness of their own model. Children will be taught how to cook and apply the principles of nutrition and healthy eating which is a crucial life skill. Our progression document clearly shows staff what prior learning has occurred before new concepts are taught. This will enable staff, to pitch lessons correctly and challenge pupils beyond the curriculum where necessary. They also allow teachers to re-visit knowledge and skills taught in previous year groups to assess children’s understanding before moving on. This approach directly coincides with Ofsted’s inspection framework which states:

*“People learn new knowledge when new concepts are connected in their minds with what they have already learned. It is more appropriate, therefore, to understand the way knowledge is stored as a complex, interconnected web or ‘schema’. Every time a pupil encounters a word they have previously learned, but applied in a new context, it adds to the complexity of their understanding of that concept. In other words, they develop a deeper understanding of that concept and enhance their capacity to use that concept in their own thinking.”*

Some children may require extra support in the classroom and opportunities for consolidation and reinforcement. Activities within Design and Technology lessons will be differentiated to meet the needs of all pupils. Children’s deeper thinking will be evaluated using open-ended questions and they will be encouraged to follow lines of thought independently.

**Organisation and Planning**

Design and Technology is a foundation subject in the National Curriculum. Design and Technology has been redesigned from September 2022 and this is now a discreet subject, which will run alongside the thematic topic that the children will be doing. Children will be working in Design and Technology books, which will give Design and Technology more time in the timetable and establish this as a subject in its own right. The topics that the children do will be specific to Design and Technology and are driver subjects from Cornerstones. By following these the process of Design and Technology will become more embedded and over time we should see the children in our school become more familiar with the term Design and Technology and a deeper understanding of what this entails – including the process of Design and Technology. Class teachers plan for individual Design and Technology sessions as part of short-term lesson planning, using SMART Wrappers. The short-term plan lists the specific learning objectives for each lesson and details how the lessons are to be taught, using pull tabs to add details that each class teacher needs to teach the lesson effectively.

**Teaching and Learning**

The children will undertake Design and Technology projects during some of our topics, but not necessarily as a weekly lesson. Sometimes a whole day or two days are devoted to Design and Technology as part of a cross-curricular topic, known as Curriculum Theme Days. Design and Technology lessons involve a combination of whole class, group and individual teaching. The learning opportunities can be divided into three main areas:

1. Investigative, disassembly and evaluative activities (IDEAs): These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment.
2. Focused practical tasks (FPTs): Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.
3. Design and make assignments (DMAs): A design and make assignment provides an opportunity for the children to combine their skills, knowledge and understanding to develop products that meet a perceived need e.g. A box for their pizza. In general, DMAs in Key Stage 1 will tend to be shorter in duration and, as children move towards the end of Key Stage 2, their designing and making will become more complex and therefore more time consuming.)

**Health and Safety**

When leading and undertaking Design and Technology lessons, it is essential that the class teacher ensures that the following points are followed:

* children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
* children should be strictly supervised in their use of equipment at all times.
* children should be taught to respect the equipment they are using and to keep it stored safely while not in use.
* children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

**Food Hygiene**

When leading and undertaking Design and Technology lessons which involve food, it is essential that the following points are followed:

* pupils and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.
* staff will check for any allergies pupils may have prior to handling food.
* pupils and staff working with food must wear aprons designated for cooking.
* all jewellery should be removed and hair tied back.

**Craft Knives**

Craft knives should only be used by an adult/teacher in the Early Years Foundation Stage and Key Stage 1. Key Stage 2 children may use cutting equipment under close supervision. Staff members should ensure that a cutting mat is used and safety goggles are worn if necessary.

**Sawing**

Bench hooks and clamps must be used when sawing any material. Safety goggles must be worn and any loose items of clothing or hair must be tucked in.

**Resources**

Resources, both consumable and non-consumable are located in the Design and Technology cupboards. It is the responsibility of each class teacher to ensure they have the resources required for each task undertaken (filling out a requisition form for any materials/equipment that needs purchasing prior to undertaking the topic). If any resources become broken during use, the Design and Technology leader needs to be informed as soon as possible.

**Assessment**

Assessments in Design and Technology are based on teacher observations and are made continuously during Design and Technology projects. Children’s attainment will be considered and recorded termly to identify whether they are working below, at or above the expected level. Teachers will use a range of sources such Design and Technology books, questioning, marking and planning when making these judgements.

**Inclusion**

It is important that the Design and Technology curriculum is modified to include all pupils. In order to do this, class teachers have to:

* set suitable learning challenges
* respond to pupils’ diverse needs
* overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

By following these principles, it will allow the class teacher to modify the curriculum to remove barriers so all pupils meet the same objective.

**Special Educational Needs and Disability (SEND)**

The whole school policy in regard to Special Educational Needs and Disability applies to the teaching and learning of Design and Technology. In all classes there are children of differing ability. In recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child by:

* setting common tasks that are open ended and can have a variety of results
* setting tasks of increasing difficulty where not all children complete all tasks
* grouping children by ability and setting different tasks for each group
* providing a range of challenges through provision of different resources.

**Academically More Able and Talented (AMAT)**

To challenge academically more able children, they will be encouraged to follow lines of thought independently as well as being provided with open-ended questions and tasks.

**Cross Curricular Links**

Design and Technology has many links with other subjects through the chosen topics. Children acquire a broad range of subject knowledge and draw on the disciplines of ICT, English, Mathematics, Science, Art and Design, PSHE and Citizenship, Geography and Music.

**Roles and Responsibilities**

The Headteacher will:

* support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the Design and Technology Leader) and resources.

The Design and Technology Leader will:

* monitor Design and Technology within the school through the monitoring of planning, children’s books, children’s completed projects and curriculum walks
* keep up to date with new developments and inform staff
* encourage other members of staff in their Design and Technology teaching and give support where appropriate
* ensure that Design and Technology resources are available and appropriate to the needs of the staff
* ensure that Design and Technology keeps an appropriate profile within the school, through displays etc (e.g. by carrying out a curriculum walk every term and reporting findings to teachers and by encouraging Design and Technology displays that reflect progression throughout the school)
* keep a portfolio for Design and Technology that will include photographs of pupils at work, curriculum walk reports, examples of planning and examples of pupils’ work
* audit resources regularly and take overall responsibility for equipment and resources.

The Class Teacher will:

* be responsible for the planning and teaching of Design and Technology as set out in this policy

The Teaching Assistant (TA), when available during Design and Technology lessons, will:

* support the class teacher in delivering Design and Technology, and in particular support those children with Special Educational Needs where timetabled to do so.

**Equal Opportunities**

At Pheasey Park Farm Primary School we recognise that in each class there are children of different abilities and we seek to ensure that every child is able to access the curriculum at their level. In our planning and teaching we aim to provide support and extend those children of lower or higher ability to ensure each child achieves. We look for ways to enable every child to present their work whether it is through written evidence, drawings or annotated

scribing by an adult, as well as through the use of ICT to record ideas. By incorporating varied methods of recording, no child should be disadvantaged by their abilities in other areas such as Literacy. Visual, auditory and kinaesthetic learners are supported and planned for in accordance with their needs.

**Monitoring and Review**

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 Curriculum Leader. The work of the subject leader also involves supporting colleagues in the teaching of Design and Technology, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The Design and Technology Curriculum Leader provides the headteacher with an annual report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

Impact

Our Design and Technology curriculum is designed to ensure pupils are able to explore, design, make and evaluate a product that solves a problem. The progression document provides clear targets for pupils at each stage of their learning and enables teachers to provide opportunities for pupils learning which are pitched appropriately.

The impact of our Design and Technology curriculum will be measured through teacher assessment, school leader monitoring and subject leader monitoring. Outcomes in Design and Technology books will evidence a broad and balanced Design and Technology curriculum and demonstrate children’s acquisition of identified key knowledge.

Throughout Design and Technology lessons, teachers will assess children’s understanding, questioning and discussion together with providing verbal or written feedback after a lesson. Teachers will use these assessments to inform and adapt their planning of further Design and Technology knowledge and skills and to address any misconceptions.

Children’s attainment will be considered and recorded termly to identify whether they are working below, at or above the expected level. Teachers will use a range of sources such Design and Technology books, questioning, marking and planning when making these judgements. There will also be opportunities for moderation sessions across the school and the Trust to ensure accuracy of these judgements. At the end of each academic year, these assessments will be passed on to the following year group’s staff to ensure that future planning of learning opportunities is pitched appropriately.

**Policy for:** Design and Technology

**Completed by:** Miss C. Hollick

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