



Corbridge
Church of England
First Schools

**DESIGN
TECHNOLOGY
POLICY**

Inspired by Jesus, we make a difference in God's world
by being 'the best that we can be'.

This policy applies to all staff, pupils and volunteers across Reception to Year 4. The Headteacher and Design Technology (DT) Subject Leader are responsible for policy implementation and for ensuring staff receive appropriate training. Class teachers are responsible for daily implementation; support staff must follow agreed modelling when working with pupils. Governors (or the governing committee) will receive an annual report on DT standards as part of DT curriculum monitoring.

Intent

At Corbridge First School we value a design technology curriculum which is motivating, inspiring and practical for all children. Design technology can contribute to the development of skills for children such as: mathematics, science, engineering, computing and art. During DT sessions children are encouraged to be inquisitive about the way products work and how they are made. It is a subject in which children should be provoked to ask and answer questions. It provides children with a unique way of perceiving and expressing their understanding of the world around them, which cannot be taught across other areas of the curriculum. We intend to provide children with opportunities to develop resilience as they tackle problems and overcome challenges as they work. We do this by developing an understanding of the work of inventors, designers and culinarians as we progress through school as well as adopting the 'Design, Make, Evaluate' approach to teaching DT, outlined in the National Curriculum. We discuss how children can apply this knowledge to their own work and develop skills by safely experimenting with tools and techniques. This should allow them to create a high-quality final piece of work. Finally, we value the evaluation process of the products they create so that pupils have the opportunity to reflect on their learning and discover how altering their design and techniques can impact the overall product.

Implementation

To ensure we meet the intended aims of the national curriculum, 4 main themes are covered throughout KS1 and KS2 including construction, mechanisms, textiles and food and nutrition. When designing our curriculum within these themes, we have focussed on 5 main areas:

Knowledge of an inventor/designer/culinarian: what did they create, why did they create it and how can this influence our own work?

Plan: using the influence of the inventor/designer/culinarian what skills have they learnt which can help us plan a final piece?

Make: creating their final piece using their knowledge. How have they developed their skills?

Evaluate: can they evaluate their work? How could they improve it? What do they feel has been successful?

Technical knowledge: can they use subject specific vocabulary to discuss their product and how it works, tastes or looks?

- DT at school provides challenging and enjoyable learning through a range of experiences where the children are exposed to rich learning experiences.
- Teachers will use a progression of skills document which show how the children's skills in each area are developed throughout KS1 and KS2.

- Children evaluate their own work and others work at the end of each unit.
- Success in DT is acknowledged and celebrated through displays in classrooms and around school.
- Children are taught to use items of protective clothing as appropriate and are encouraged to develop safe and tidy work practices.
- Teachers and children are aware of potentially dangerous materials and tools in relation to their storage and use.
- An emphasis on working in an inclusive environment is pivotal for all children to be able to access the curriculum. All children are given the opportunities to challenge themselves through both independent and supported learning activities.

Impact

We help to inspire children to produce high quality pieces of work through quality teaching that is engaging, exciting and practical. Our lessons provide children with an understanding of a variety of designers and a multitude of techniques across a range of DT areas, such as: construction, mechanisms, textiles and food/nutrition. We endeavour to prepare our children with the necessary skills and passion for DT. We measure the impact of our curriculum through the following methods:

- Ongoing verbal feedback and assessment
- Pupil discussion about their learning (pupil voice)
- Pupil workbook and class scrapbook analysis
- Learning walks and reflective staff feedback (teacher voice)
- Annual reporting of standards across the curriculum

Th Curriculum

The National Curriculum for Design 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.

EYFS

The new statutory Early Years Foundation Stage framework for England clearly identifies and strengthens the role of design and technology. The subject is specifically named in the area of learning 'Expressive Arts and Design' alongside art, music, movement, dance and role-play. The early learning goals for Expressive Arts and Design indicates what children should know, understand and be able to do by the end of the reception year. A significant proportion of this learning should be delivered through high quality design and technology experiences and activities (both adult lead and child initiated), enabling children to 'safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and

function' and 'use what they have learnt about media and materials in original ways, thinking about uses and purposes'.

Aims of Design Technology at Corbridge C of E Frist School:

- *Design*: pupils are to develop their understanding of how research and design contribute to innovative, functional products through discussion and annotated sketches
- *Make*: select and use a wide range of tools, materials, textiles and ingredients for cutting, shaping, joining and finishing
- *Evaluate*: investigate and analyse their own and existing products against a set criteria and consider the implication of design in the wider world
- *Cooking & Nutrition*: to develop their understanding of what is meant by a healthy balanced diet, basic cooking techniques and from where different foods come.

Planning

Planning for DT is based on the Design and Technology Association's *Projects on a Page* units. These provide a framework for teachers to plan purposeful, engaging and progressive learning. Teachers adapt the units here appropriate to meet the needs of their pupils and ensure that knowledge, skills and understanding are developed progressively through designing, making and evaluating.

Teaching

Pupils in Years 1 – 4 complete three DT units across each academic year. Teachers have professional discretion over how these units are delivered, either through weekly lessons or as focused block units, depending on the needs of the pupils and the requirements of the project. Teaching provides opportunities for pupils to develop practical skills, apply technical knowledge, solve problems creatively and evaluate their designs and products.

Risk Assessment/Managing Risk

Safety is integral to the teaching of Design and Technology. Teachers assess risks associated with tools, equipment, materials and practical activities and implement appropriate control measures. Pupils are taught to use tools and equipment safely and responsibly, with clear instructions, demonstrations and appropriate supervision provided. Resources and activities are adapted where necessary to meet individual needs. Risk assessments are reviewed when circumstances change, and any accidents or incidents are managed in accordance with the school's health and safety procedures.

Assessment

Formative assessment is ongoing in lessons. At the end of each unit teachers will record pupils' attainment against agreed progression statements (working towards/working at/greater depth) and record next steps. Summative data will be reported to leaders every term and used to identify CPD needs and targeted intervention. Pupil reports to parents will include an annual summary of attainment and effort in DT.

Teachers' plans and children's attainment are monitored by the Headteacher /DT Subject Leader. Lessons are also monitored to ensure standards of teaching and learning are good and better across the school.

Equal Opportunities and Race Equality Policy

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of Design Technology. Work is planned to take into account children's different learning styles, interests and cultural backgrounds.

Lesson planning, delivery and assessment tries to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and adapted and enabled tasks which enable all pupils to make progress. Where appropriate, individual risk assessments and individual access plans will be created for pupils with SEND.

Further details can be found in our, 'Adapting and Enabling the DT Curriculum' document on the school website.