



Aim High

Never Give Up

Follow Your Dream

Lead By Example

DESIGN AND TECHNOLOGY POLICY

Ratified By	School Effectiveness Committee
Date	11/10/2021
Minute	9
Review Date	Autumn 2024
Policy Statement	
What is the policy for?	A framework for teaching of Design and Technology across the school
Who has devised and contributed to this policy?	The policy has been written by the subject leader and staff in school have been fully consulted
How will this policy be communicated?	Website and 365
How will this policy be monitored?	As outlined in the policy
Which other policies are linked to this policy?	EYFS policy Feedback and Assessment Policy SEN policy Homework Policy Acceptable Use

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Aims

Intent - What are we trying to achieve?

Our D&T curriculum will help our pupils to appreciate every-day products and inventions in our modern world through observations, asking questions and researching. Children will understand the process of creating a new product as they design, make and evaluate their own products with consideration of the intended user and purpose of their product. Children will develop technical skills through focused tasks where they investigate mechanisms, materials and components needed for their product.

By the end of Key Stage 2, pupils will have made a wide range of products for different purposes and contexts using a design, make and evaluate process. Children will understand how to apply their technical knowledge and justify their design decisions.

Our aim is for children to develop pride and enjoyment in their abilities as innovators and designers in creating functional products with the skills to communicate, collaborate, persevere, self-reflect and solve problems.

Implementation – How is the curriculum being delivered?

We use 'Projects on a page', which was developed by The Design and Technology Association alongside the National Curriculum to plan our curriculum to meet the national curriculum programme of study for Design and Technology and to achieve good practice in D&T.

At the heart of this scheme is the designing and making process which ensures children design, make and evaluate products using the wide range of materials and components as outlined in the statutory requirements in the National Curriculum. The project planners enable teachers to plan a unit with the needs of their class in mind through creative and motivating projects within a range of contexts.

The project planners are allocated to the year groups as followed:

At KS1, this includes mechanisms, structures, food and textiles

Year 1 - Freestanding Structure, Wheels and Axles, Preparation of Fruit and Vegetables

Year 2 - Sliders and Levers, Templates and Joining Techniques, Preparation of Fruit and Vegetables

At KS2, this includes mechanical systems, electrical systems, structures, food and textiles

Year 3 - Levers and Linkages, 2D shape to 3D product, Shell Structures, Healthy and Varied Diet

Year 4 - Simple Circuits and Switches, Shell Structures with CAD, Pneumatics, Simple Programming and Control, Healthy and Varied Diet

Year 5 – Frame and Structures, Pulleys or Gears, Using Computer-aided Design in Textiles, Combining different Fabric Styles, Celebrating culture and seasonality

Year 6 – Electrical Systems (Monitoring and Control), Electrical Systems (More Complex Switches), Mechanical Systems (Cams), Celebrating culture and seasonality

The project planners can be taught in any order and can be matched with topics or related learning in other subjects. With 21 project planners in total the scheme is developed so that children develop the necessary prior learning in KS1 for projects in KS2, as well as mapping opportunities for cross curricular links between D&T and other subjects. Each planner details the prior knowledge children need to access the project and also supports teaching staff by providing instant CPD in the form of tips and techniques, visual aids of sketches and diagrams, glossary and links to resources. The Y1/2 planner identify what children should have learnt in EYFS before carrying out the project. EYFS will follow the statutory framework to deliver a significant proportion of high quality D&T experiences and activities within the Expressive Arts and Design ELG as well as opportunities within the remaining six ELG of Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics and Understanding the World.

A Curriculum Map is available on the school's website so that parents/carers are able to support their child's learning at home.

A Design & Technology Progression Map shows how the national curriculum objectives are sequenced to be taught.

Impact - What difference is the curriculum making?

Our Design and Technology curriculum teaches essential skills to be participate successfully in the increasingly technological world. It will help them to become aware of products for different users, how different mechanisms, processes, materials can be used, test out ideas and evaluate products, develop imagination and creativity and understand the principles of nutrition to be able to cook.

Design and Technology will promote the pupil's spiritual, moral, social and cultural development by enabling children to take risks, be resourceful, innovative and express themselves through their own design decisions. They will research past and present products in the world and develop an understand of the impact of design on modern life.

Design and Technology will promote British Values by ensuring children respect each other through constructive criticism.

Design and Technology will help pupils develop a Growth Mindset through perseverance and critical thinking when developing a product whilst problem solving and communicating with others.

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and responsibilities

The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- *A robust framework is in place for setting curriculum priorities and aspirational targets*
- *Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements*
- *Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)*
- *The school implements the relevant statutory assessment arrangements*
- *It participates actively in decision-making about the breadth and balance of the curriculum*
- *It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals*

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- *All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met*
- *The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board*
- *Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum*
- *They manage requests to withdraw children from curriculum subjects, where appropriate*

The school's procedures for assessment meet all legal requirements

- *The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum*
- *The governing board is advised on whole-school targets in order to make informed decisions Proper provision is in place for pupils with different abilities and needs, including children with SEN*

Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

- *They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.*
- *The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.*
- *The attainment and progress of the pupils across the school is analysed at least three times a year and feedback to governors is given once a year.*
- *Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.*
- *Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.*

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

- *More able pupils*
- *Pupils with low prior attainment*
- *Pupils from disadvantaged backgrounds Pupils with SEN*
- *Pupils with English as an additional language (EAL)*

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.