



Approved by Governors (Date).....

Head Teacher.....

On behalf of Governors .....

## **POLICY FOR DESIGN TECHNOLOGY**

### **INTENT**

At Castle View Primary School, we believe Design and Technology (DT) is essential to prepare children to participate in tomorrow's rapidly changing world. Teachers encourage children to develop the skills of investigating, designing, making and evaluating. DT encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. Using their creativity and imagination, children design, make and evaluate and improve products that solve real life problems. Studying DT enables children to develop a combination of practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practises. This allows children to reflect on and evaluate present and past design and technology, its uses and impacts. They learn to develop a respect for the environment, their own health and the safety of others. They acquire a wide range of subject knowledge and draw on cross-curricular links such as Science, Computing, Maths and Art. Children learn how take risks, becoming resourceful, innovative, enterprising and capable citizens.

### **IMPLEMENTATION**

Our Curriculum will endeavour to implement the following:

1. Whenever beneficial, the teaching of DT has cross-curricular links to other subjects, including the use of ICT and Maths to enhance pupils learning. This ensures DT is fully embedded throughout the year, to ensure the transfer of knowledge and skills.
2. DT will be taught by the class teacher in weekly lessons or may be taught in concentrated 'focus' days or weeks.
3. DT planning will be evident on other subjects planning.
4. DT long term planning will show carefully organised units of work which will enable children to experience projects on food and nutrition, structures, textiles, mechanisms and electrical systems. The skills and knowledge have been allocated to year groups and revisited to ensure progression and coverage.
5. Planning will be tailored to meet the individual needs of all pupils.
6. DT planning clearly highlights designing and making a product for a purpose.
7. When teaching DT, it is ensured that progression and continuity is sustained by regular consolidation of previously taught skills and knowledge.
8. The methods of teaching DT should show the design processes clearly where each project follows: research, design, make and evaluate.
9. DT teaching will include independent and collaborative learning, allowing children to take ownership over their curriculum and work as part of a team, leaning to support and help one another.
10. Teachers refer to the curriculum overview and progression of skills documents to ensure appropriate coverage.
11. Children's work and skills will be assessed using end of term assessments and assessment sheets. This will ensure teachers identify key next steps and where children need more support/ challenge.
12. Subject leader to use regular staff meeting time to discuss the DT curriculum to ensure appropriate coverage through the progression of skills document.



13. Subject leader to support and guide teachers both in planning and classroom delivery.
14. Subject leader to monitor the use of resources and the buying of new resources are purchased with the knowledge of the head teacher.
15. Provide CPD opportunities delivered by external trainers or by specialist members of staff in school to enhance teacher's skills, knowledge and confidence in teaching DT, as well as Health and Safety training.
16. Teachers to model how to use tools and equipment safely and support children to do so throughout projects.
17. Provide whole school cross-curricular homework tasks to engage parents within their children's learning. For example- STEM.
18. Use visits, visitors and experience days to offer a hands-on approach to learning, whenever possible or beneficial.
19. Provide children with after school and lunch time clubs which incorporate areas of DT within them (sewing club, construction club and cooking club).
20. Record children's work in a variety of ways through written, annotated sketches, cross-sections, exploded diagrams, CAD (computer aided design), digital sound and images across foundations for learning books, whole class learning journey book, sketch books and classroom/ school displays.
21. Children should have time to explore and reflect during DT lessons and projects, where sketchbooks are being used to document this journey.
22. Learning journey books should show evidence of the skills and knowledge developed during DT lessons.
23. In EYFS Teachers will provide opportunities to:
  - Develop a curiosity and interest in the made world through investigating, talking and asking questions about familiar products
  - Develop confidence and enthusiasm through frequent exploration
  - Develop construction skills to build and construct objects, and provide activities for exploring, joining, assembling and shaping materials to make products
  - Extend their vocabulary through talking about and explaining their designing and making activities
24. EYFS Teachers will provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, will attract the children's interest and curiosity.
25. Include EYFS in whole school projects, workshops, events and competitions, where appropriate.
26. Risks assessments will be carried out and potential dangers highlighted to the children.
27. Work completed by the children will be published on the School Blog, Twitter or through HP Reveal displays around the school.
28. There will be consistent, high expectations of the quality of work produced within foundations for learning books and Sketch books. Children will have the opportunity to celebrate this through good work assemblies and class presentations.
29. Teachers provide opportunities for pupils to evaluate their own designs and models, as well as their peers' work.
30. Teachers to create displays in line with the 'Exhibition of Work Policy'.
31. There are close links with the local high school and some classes benefit from specialist DT teaching by a teacher from The Grange.

## **IMPACT**

Design and Technology will create resilient and independent children, who perform everyday tasks safely and confidently in order to participate successfully in an increasingly technological world. Children will develop their skills in collaborative working and problem solving, alongside their



knowledge in design, materials, structures, mechanisms, electrical control and cooking and nutrition. Children will have opportunities to evaluate their own designs and models, as well as their peers work, giving them the strong evaluative skills needed for their futures. Children will feel inspired by the ownership of Design and Technology through practical, hands-on learning, which in hand will make them want to learn more. They will be able to discuss their learnings and remember what they have learnt. They will be able to identify key designers and talk about the impact that their work has had on the world today. As designers, children will develop skills and attributes they can see beyond School and into adulthood.

**Reviewed and updated: June 2022**

**Next review: June 2023**