

Sutton Veny CofE Primary School

Design and Technology Policy

The National Curriculum

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, children develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Our Vision for Design and Technology

To inspire a love and passion of imagination and creativity, enabling all children to enjoy exploring design and technology, develop strategies, methods and a way of thinking that allows them to succeed in design and technology and prepares them for the next stage of their education and the impact it has on their life.

Aims

As a school, we aim to provide high-quality teaching to meet the needs of all the children. We aim to provide a safe, encouraging and inclusive learning environment that has high expectations for all children, who are all challenged to maximise their potential in design and technology. Throughout their time at Sutton Veny, the children will gain a wide range of relevant skills in planning, designing, making, evaluating and technical skills through a variety of exciting and purposeful projects.

Objectives

To achieve these aims our objectives are:

- to instil a passion and enjoyment of design and technology in the children across the school.
- to provide a progressive curriculum that ensures the children build on their prior design and technology knowledge.
- to develop the creative, technical and practical expertise needed to perform everyday tasks confidently
- to participate successfully in an increasingly technological world
- to 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
- to critique, evaluate and test their ideas and products and the work of others
- to understand and apply the principles of nutrition and learn how to cook.
- to instil a love of cooking in all pupils and to cook and apply the principles of nutrition and healthy eating.
- to use accurate assessment to inform next steps in learning.
- to enable the children to use and apply design and technology knowledge, understanding and concepts with confidence.
- to help the children recognise and demonstrate these skills in other areas of the curriculum

Design and Technology Curriculum at EYFS, KS1 and KS2

Design and technology in the early years allows children at Sutton Veny to explore and make sense of the world around them. It will foster the children's understanding of our culturally, socially, technologically and ecologically diverse world. In our Reception class the children are given the opportunity to find out about the world they live in and the role design and technology plays within it through a number of ways.

- Asking questions about how things work
- Learning about a variety of customs and cultures
- Investigating and using a number of construction kits, materials, tools and products.
- Developing making skills.

Through a variety of creative and practical activities in **key stage one and key stage two**, children are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts so that children understand different environments in the local community and the wider world. The curriculum ensures that the topics show progression from the early years up through to the end of key stage two.

Each aspect of Design and Technology is visited at least once in both Key Stage 1 and Key Stage two. (With the exception of Electricity, this is only required to be taught in Key Stage 2 and is cross-curricular with Science). Every class carries out three Design and Technology projects per year and one is a food based project. There is also an opportunity for whole school STEM projects. In both Key Stages, children are given the opportunity to look at key events and individuals in Design and Technology that have helped shape the world

Planning in Design and Technology

The design and technology curriculum is structured to allow the children to progress through the programmes of study set out in the EYFS Framework and The National Curriculum. These objectives have been mapped out by the school to ensure the children develop through the content in a logical, sequential and progressive manner. Design and technology is planned using the overview (see appendix 1).

Teaching and Learning

The key features of teaching and learning in design and technology at Sutton Veny:

- Well-planned lessons that engage and motivate the children using the yearly overview
- Where appropriate to link with other curriculum areas
- Provide opportunities for outside trips and invite visitors into the classroom
- Support and challenge is given appropriately where the need is identified
- Resources are used in an exciting and appropriate way
- Enthusiastic teaching and excellent pedagogical knowledge guides the children to make progress.
- Lessons are planned to identify appropriate levels of support and challenge.
- A safe and encouraging learning environment promotes taking risks and celebrates effort and thinking.
- Any misconceptions are used as teaching points to promote understanding and progress.
- The children's understanding is assessed throughout the lesson, using a range of assessment strategies.
- Teaching responds to the needs of the children, providing support, and moving children on, when appropriate.
- Lessons provide a balance between the key skills in design and technology.
- Design and Technology vocabulary is used
- Curiosity is fostered through different language and questioning
- There are high expectations of the children's behaviour and engagement.
- Teachers have high expectation of the effort and quality of work that the children produce.
- A consistent approach to planning and assessment is embedded across the school.

Health and Safety

Risk assessments are provided for using the equipment in each key stage. Each class teacher is responsible for reading the risk assessments and minimizing the risk in the classroom when using the different equipment (see appendices 2).

Assessment in Design and Technology

At Sutton Veny, assessment is an integral part of the teaching process. Assessment will be in accordance with the school's Assessment policy and is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing so as to ensure that understanding is being achieved and that progress is being made. Our '*Being a Designer*' assessment sheets are used consistently across Key Stages 1 and 2 to ensure a progressive learning journey through the school. In EYFS, design and technology is assessed through the early learning goals. Feedback is given to the children as soon as possible, and marking will be guided by the school's Marking and Assessment Policy. Appropriate next steps or opportunities to up-level work will be provided for the children as appropriate. Attainment is assessed summatively, throughout each unit and is reported to parents and the next teacher at the end of each academic year; children are assessed against the requirements of the National Curriculum and this is reported as a 1 (working towards the national standard), a 2 (working at the expected national standard) or a 3 (exceeding the national standard).

Subject Leadership

The design and technology subject leader provides overall direction for the subject. They are responsible for monitoring and evaluating the subject and identifying priorities for development. They are supported by the school's SLT and the Link Governor for design and technology. The effectiveness of teaching and learning in design and technology will be monitored and evaluated by:

- Monitoring planning and assessment practice across the school.
- Analysing school, local and national data.
- Lesson drop-ins, learning walks and observations.
- Monitoring the quality of the children's work in their sketch books.
- Feedback from staff.
- Discussions with the children.
- Monitoring activities with the design and technology link governor.
- Evaluating the quality and impact of CPD in design and technology
- Ordering, organising and maintaining Design and Technology resources
- Keeping up to date with local and national developments in Design and Technology.

Subject Leader: Hazel Bell

Date: August 2021 (HB)

Next Review: October 2022 (HB)