

St Matthew's Bloxam Church of England (VC) Primary School



Design and Technology Policy

January 2024

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INTENT:

At our school, we give all children the opportunities to let their light shine and to experience Design and Technology (D.T.) to such an extent that they can use their skills to help them decide if they would like to further their education in the area so that they could have a career based around this or to make use of it in their everyday lives.

Our children will be taught D.T. in a way that ensures a progression of their skills and follows a sequence of learning within their unit and that builds on previous learning.

Whilst at school, children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to use D.T. across a range of subjects to be creative and solve problems, ensuring they make progress.

As they move through the school, D.T. will promote their increased independence and resilience.

Our teaching of food and nutrition as part of the D.T. curriculum will also aid the children in understanding how to provide a healthy lifestyle for themselves and others.

IMPLEMENTATION:

Teaching and learning style

When teaching D.T. at SMB, we always aim to focus on a sequence of lessons to a desired outcome. This will generally follow the following:

- Research – increasingly done independently, using technology, books and real life experience.
- Design – ensuring the user is taken into consideration and, in KS2, using a success criteria.
- Make – they will learn the skills required and then make their product.
- Evaluate – using their success criteria to critique their product and always considering ways they could improve.

D.T. is a great opportunity to promote to the children that we develop and learn from things that do not go to plan. The evaluation part of this process is something that is vital for the children and teaching staff to discover the next steps.

Additional D.T. opportunities

Each class across school takes part in our Enterprise Week. During this week, they will learn more about the business aspect of making a product and look at how they can make the best profit from selling their items. The products follow a theme throughout the school and are sold at the Christmas Fayre.

D.T. Curriculum Planning

SMB uses the Kapow scheme of work for Design and Technology. This ensures progression of skills and covers all aspects of the D.T. curriculum. All classes have scheduled time for 3 separate half terms during the year when D.T. will be taught and at least 4 lessons within each of these units.

The contribution of D.T. teaching to other curriculum areas

Science

D.T. and Science link together through various elements of the curriculum. In particular, the Science the children learn around different materials and their properties is critical knowledge when understanding what to select for D.T. and being able to explain why they have done so.

Mathematics

The teaching of D.T. during Enterprise Week gives children a real life understanding of money and across the school we ensure the children see what is spent and they decide together how much to charge for their products. Knowledge of shape is also furthered in some projects when they are constructing and using nets to help design products.

Spiritual, moral, social and cultural development

D.T. has become, and will continue to be, an important part of ICONs Day that we take part in at school. Through different activities, children at SMB will use their D.T. skills to understand how some people reflect their spirituality.

Computing

Computing enhances the teaching of D.T. as it allows children the opportunity to use the internet safely to research and also gives them the skills to use Spreadsheet documents to record costs, if necessary.

Art

Understanding the process to create is delivered through our Art curriculum in a similar way to D.T. and this furthers the children's ability to realise how each stage is important.

D.T. and inclusion

We recognise that in all classes there are children of differing ability. In line with the School's SEND Policy, each child will have equal entitlement to all aspects of the Design and Technology curriculum and experience the full range of Design and Technology activities. Therefore, we provide suitable learning opportunities and challenges which are matched to the ability of the child.

To achieve this, we use a range of strategies:

- using teaching assistants or additional adults to support the work of children in individual or small groups.
- grouping children by ability and differentiating the task
- grouping children in mixed ability groups to enable peer learning and support
- setting differentiated tasks
- setting open-ended tasks where the end result varies

- using differentiated questioning to extend learning and understanding

Assessment

Children's work will be recorded in a Design and Technology/Science book by the children themselves or pictures taken of the children working – sometimes found in the class folder.

Self/ Peer-Assessment:

Where possible, teachers will teach and encourage children to self and peer-assess their work.

Formative Assessment:

Teachers will formatively assess children's work in Design and Technology by observing and engaging in discussion with them as they work. Children's progress will be recorded against the learning objectives and success criteria set out for each lesson by the teacher. Teachers will provide feedback in the form of verbal or written. Children will be assessed on their ability to: design, make, evaluate and their technical knowledge.

Summative Assessment:

Teachers will use a summative progression grid to assess children's work in Design and Technology and using the success criteria for each Kapow lesson. Children will be assessed against set criteria on their ability to design, make and evaluate their products, as well as their technical knowledge at the end of each Design and Technology unit.

Resources

Our school has a developing range of resources to support teachers in teaching design and technology across the school. Specialised equipment and resources are kept in the Design and Technology cupboards. This equipment can be accessed under adult supervision by children. Classrooms may have a range of basic resources. There is an order sheet in the practical area for staff to ask for any additional resources for their projects.

IMPACT:

Our children enjoy and value Design and Technology and know why they are doing things, not just how. Children will understand and appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

The Design and Technology curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

Monitoring and Review

The Design and Technology subject leader will monitor books termly and get feedback from children at least once a year. Lesson observations will also take place to ensure consistency across the school and to give an opportunity to speak to the children about their learning in the subject. Progress will be shown through outcomes and through the recording of the process leading to them.

Review date: Spring 2027