



Pudsey Waterloo Primary School



Design and technology (D&T)

A policy for teaching, learning and assessment in

Design and Technology Intent

Our Design and Technology curriculum prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and working alongside others. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by designing and making products. It gives children the opportunity to evaluate products against the design brief, taking on board the views of others to improve their work which enables children to understand that products are in a continual state of improvement and refinement. Through the study of Design and Technology, the children combine practical skills with an understanding of aesthetic, social and environmental issues. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

The purpose of the D&T policy

This policy outlines the teaching and learning of D&T. All children will have the opportunity to undertake D&T throughout their time at Pudsey Waterloo Primary School. This will be structured so as to give a sound basis for further work. Knowledge and Skills progression is a key element of our D&T curriculum and planning reflects the progressive nature of D&T skills. Children are provided with opportunities to develop and build upon skills taught previously.

Aims

- 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.

Objectives

To achieve our aims we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. Children are challenged in their work in a way which develops their expertise. Children are provided with the very best resources possible, while constantly reviewing this provision in the light of curriculum changes, development and budget constraints.

Curriculum and school organisation

When planning teaching and learning in D&T we ensure that there is a balance of knowledge and skills, by delivering both the National Curriculum objectives and supplementary knowledge and skills applicable to our school context. We teach D&T knowledge and skills both discreetly through our Curriculum themes, ensuring all children access all areas of the D&T National Curriculum, and as stand-alone projects ensuring specific skill development and progress.

The Being Imaginative and Exploring and using Media and Materials aspect of Expressive Arts and Design in EYFS, promote the development of children's knowledge and understanding of using materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology. The Moving and Handling aspect of Physical development in EYFS, promotes the development of using a range of equipment and tools effectively, including scissors and construction tools.

Our curriculum ensures children are taught physical skills and then have the opportunity to use and apply these skills progressively. These skills are taught alongside D&T projects as well as discrete sessions or Theme Weeks. Throughout school, a variety of teaching styles and methods are used as appropriate. These include whole class, small group and individual work. Our aim is to provide first hand experiences for children through using resources available in school and wider opportunities including competitions.

To meet the requirements of the National Curriculum it is essential that each child has access to D&T through creative and practical activities. Pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. During D&T, children will be taught to:

- Design
- Make
- Evaluate
- Understand key vocabulary.

Children will also be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Our curriculum ensures that children have clear progression of skills learnt throughout school.

D&T curriculum planning

D&T is a foundation subject in the National Curriculum. Our school ensures programmes of study from the National Curriculum are planned and taught. At times our teaching goes beyond the National Curriculum to ensure the curriculum meets the needs of our pupils. Our long-term plans, which are shared on the school web-site, gives an overview of the units of work which each child will be able to access throughout the academic year. By making cross curricular links, D&T will be taught in relation to a topic however if this is not possible D&T will be taught as a standalone project.

Planning for Physical Development and Expressive Arts and Design in EYFS, is linked to enhancements in provision, inside and outdoors, as well as during adult led teaching and learning. Children are given practical opportunities to explore a wide range of materials, this provides first hand experiences which they can link to school and the wider community. Children are encouraged to use their own knowledge and think about uses and purposes of what they will create. Children's own experiences also enrich the learning of others. Teachers plan for knowledge to be shared and support play, linked to what children know and are interested in.

Assessment

Assessing a child's level of knowledge and skills in D&T is a continuous process carried out throughout school. Our methods of assessment include the following as appropriate:

1. Looking at children's recorded work compared to the Age Related Expectations (ARE) i.e. design plans and evaluations.
2. Individual discussions with children.
3. Listening to children's ideas as they discuss between themselves during learning tasks.
4. Group discussions in both knowledge-based and skill-based sessions.
5. Assessing children's physical skills in the make phase.
6. Recording the progress that children make by assessing children's work against the learning objectives for the lesson or series of lessons.

At the end of a unit of work (topic or a series of lessons) teachers make a judgement against National Curriculum expectations and/or knowledge and skills taught. This is recorded by class teachers and shared with the D&T subject leader.

Children throughout EYFS are assessed against Being imaginative, Exploring and using Media and Materials and Moving and Handling criteria identified in development matters. Judgements against the early learning goal and exceeding descriptors are made by the end of EYFS.

Resources

We have sufficient resources and equipment in our school to be able to teach all the D&T units from the national curriculum. We have access to a range of tools and equipment that can be used as a class. Staff who require additional resources should contact the D&T subject leader who will organise-purchase of these as appropriate in line with the school improvement plan and budget.

Health and Safety

The general teaching for health and safety applies in this subject.

- Children learn the proper procedure for handling and using equipment as well as a wide range of materials.
- Where children participate in activities outside the classroom, we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.
- Food technology: school maintains records of all children with allergies prior to handling food.

Monitoring and evaluation of D&T throughout the school

The D&T subject leader takes an overview of standards and of the quality of teaching in D&T. Assessment information is analysed and shared with teachers who evaluate their effectiveness of teaching and plan to address areas of need.

The work of the subject leader also involves supporting colleagues in the teaching of D&T, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The D&T subject leader gives the head teacher an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement on the annual action plan.

The application of this D&T policy will be monitored by the curriculum leader.