



## **Lympstone C of E Primary School Design and Technology Policy**

**'Let all that you do be done in love'  
1 Corinthians 16:14**

### **Vision Statement**

***"Let all that you do be done in love." (1 Corinthians 16:14)***

'In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

### **Design and Technology Policy Statement**

**This policy is intended to provide clear guidance for the delivery of the Design and Technology curriculum through-out the school and over the three stages: Foundation, Key Stage One and Key Stage Two. It aims to reflect the needs of the children within the school as expressed in the aims of the school and as set out in 2014 National Curriculum programmes of study. It is intended that this policy will provide a corporate statement of purpose and ensure that each and every child's entitlement to Design and Technology experiences is realised and provide a clear basis from which to plan programmes of work.**

### **Aims (progression of skills)**

Our aims in teaching D&T at Lympstone Primary are that all children will:

- 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 / products for a wide range of users
- evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### **Purpose of Study**

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire

a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they 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. (NC 2013)

Principles of the Teaching and Learning of Design and Technology

- the designing and making of products is a pleasurable activity which can provide fulfilment throughout life
- technological capability is essential to living and working in a technological society.

Design and Technology is a Foundation Subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "Design and Technology "in the latest National Curriculum (Sept. 2013).

When planning tasks for Design and Technology, it is important to maintain the distinctive nature of the subject in the classroom.

To help achieve this it is helpful to check against the six key features of D&T - that the task:

1. Has a user
2. Has a purpose
3. Provides opportunity for innovation
4. Has authenticity
5. Has functionality
6. Allows design decisions to be made.

### **Curriculum (how)**

In line with the new Ofsted framework, it is essential that teachers plan their quality provision with a clear understanding of the intent, implementation and impact their planning and teaching has on the pupils.

With this in mind, teachers prepare and deliver lessons in line with the teaching objectives from the National Curriculum subject content;

At Key Stages 1 & 2, the D&T curriculum is organised into units wherein children will be involved in investigative work and taught skills.

Each unit is taught on a termly basis and each year group will cover at least three units per year; including or as well as Cooking and Nutrition. Selected units are often "blocked" each term.

The class teacher will set aside the required time to complete each unit, according to individual preference, e.g. 2 days, 5 afternoons, etc.

In D&T, children are encouraged to work both individually and co-operatively: class teaching is used where appropriate. Within this structure, groups are usually of mixed ability.

Children are encouraged to develop inter-personal skills through discussion, enquiry and negotiation.

## **Assessment**

This is the process of seeking and interpreting evidence for use by learners and their teachers to decide what stage learners have reached in their learning, where they need to go and how best to get there. It will also help with reporting to parents. Teachers will record pupils' achievement. Pictures can be used to provide evidence. Photographs can also be stuck into children's learning journals to act as a visual record of their work. (Photos of work in progress, child at work or finished products can be included)

Feedback to pupils about their own progress in Design and Technology is achieved mainly through dialogue between teacher and pupil and the marking of work. Effective marking aims to help children learn, not to find fault, and to be positive and constructive. This can be done while a task is being carried out. The marking of written work and design drawings adheres to our marking policy.

This may be carried out in the absence of pupils but is usually followed up by discussion between child and teacher and / or by pupils answering/ addressing any questions raised usually in a designated 'response to marking' time.

Formative assessment is used to guide the progress of individual pupils in Design and Technology. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning.

Suitable tasks for assessment include:

- small group discussions perhaps in the context of a practical task
- specific assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress.
- children's self or peer evaluation in the form of 'Traffic Lights', 'Two Stars and a Wish', by checking their work against 'Success Criteria' for the task.

Strategies for Recording and Reporting

Reporting to parents is done annually through a written report. Reporting in Design and Technology will focus on each child's: • designing and making skills • knowledge and understanding.

## **Monitoring & Evaluation**

The monitoring of coverage and progress across the school will be done by the subject coordinator in consultation with teachers and the SMT.

We plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

## **Role of Design and Technology Leader**

- **To ensure that the Design and Technology policy is implemented and to keep up to date with reviews.**
- **To have oversight of the Design and Technology curriculum and keep up to date with local and national changes.**
- **To monitor, review and update resources.**
- **To monitor pupil progress and achievement.**
- **To maintain and build priorities set by the school.**
- **To develop links with the community.**
- **To coach, mentor and support teachers in developing their strengths in teaching Design and Technology, including planning, arranging and delivering CPD as appropriate.**
- **To liaise with parents to ensure all children receive their entitlement.**

## **Entitlement and Inclusion - EAL, PP, SC, SEND, More Able**

**All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.**

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