Design and Technology Policy

Rationale

At Trinity St Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British Fundamental values where British law, democracy, and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

Purpose of study

At Trinity St. Peter's, we believe that Design and technology (DT) 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 wellbeing of the nation.

Aims

The national curriculum for DT aims to ensure that all pupils:

- 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.

Design and Technology Curriculum Planning

At Trintiy St. Peter's we aim to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others.

Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful,

enterprising citizens who will have the skills to contribute to future design advancements. At Trinity St. Peter's, our children will be taught Design and Technology in a way that ensures progression of skills, and follows a sequence to build on previous learning.

EYFS

The EYFS Development Matters September 2021 curriculum guidance, 'Expressive Arts and Design' provides the opportunity for Foundation Stage children to develop their artistic and cultural awareness which supports their imagination and creativity. Children create using a variety of materials and tools and techniques, experimenting with colour and design. They are given the opportunity to explain the processes they have used. Nursery and Reception have created a curriculum overview to ensure that the curriculum starts in Nursery and progresses through the school building on children's knowledge and skills. Planning is taken from Twinkl units, which are saved on the shared drive. Teachers also plan for children's interest and fascination as and when is appropriate. This planning is modified in line with the school's 4C model so that the school's vision, values, and the characteristics of effective learning are embedded in classroom practice.

We use Kapow Primary's Design and Technology scheme to support our delivery. All content is matched to the Early Learning Goals needed to be achieved and the planning outlines the termly topics each class is to complete. Teachers adapt and tailor teaching and learning towards the needs, enthusiasms and interests of the children and follow to general basis of the topics per term. Design and Technology units are delivered once per term with a different focus each term.

Key Stage 1 and Key Stage 2:

We use Kapow Primary's Design and Technology scheme to support our delivery of the National Curriculum. The Design and technology national curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand.

The five strands that our scheme of work are centred around are:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition

The units of lessons allow our children to build upon their skills and knowledge and applying them to a range of projects. The formal elements are also woven throughout the units. Key skills are regularly revisited with increasing complexity using a progressive curriculum model. Units in year group are organised into four core areas:

- Drawing
- Painting and mixed media
- Sculpture and 3D
- Craft and design

Through Kapow Primary's Design and technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas:

- Mechanisms
- Structures
- Textiles
- Cooking and nutrition (Food)
- Electrical systems KS2) and
- Digital world (KS2)

Design and Technology are taught every other half term, alternating with Art and Design. Lessons can be accessed by all pupils and there are opportunities to stretch children's learning when required. Knowledge organisers are used to support the delivery of the units of lessons which also encourage recall of skill processes, key facts and vocabulary.

Special Educational Needs

Pupils who are identified as having additional learning needs will access learning within the subject through Quality First Teaching resources and additional strategies as outlined in the child's SEN Support Plan.

Global Citizenship

We wish to provide our pupils with the information and skills needed to become aware of the links between the local and the global, and enable them to become **'caring global citizens of the world'** as stated in our school vision statement. This will involve challenging and supporting all our pupils to become critical thinkers, to develop independent learning skills and to learn about their rights and accept responsibilities. Global citizenship enriches the Design and Technology curriculum by pupils being able to:

- explore how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented;
- recognise different perspectives, ideas, beliefs and values;
- provide opportunities to learn about, and from, different cultures.

Global Citizenship is assessed by the Subject Leader and Assistant Headteacher, in line with the Global Citizenship policy.

Spirituality

Spirituality links are made during the teaching of Design and Technology themed units. Pupils are aware of the concept of a physical and creative world and respond spontaneously and emotionally to experiences of the natural world and creativity of others. Children are inspired and express this through creative pieces.

Assessment and Evidence

The children in Nursey and Reception are assessed using specific area checkpoints, these assessments take place termly. Reception children are also assessed against the EYFS Statutory Framework Early Learning Goals for Expressive Arts and Design.

In Key Stages 1 and 2, assessments are completed at the end of each unit taught using teacher judgement of the work completed and the provided assessments quizzes on the Kapow scheme of work. This provides data for assessment for each unit taught, which enables individual children to be tracked to monitor progress and identify any appropriate support. The school's progression ladders assist with this.

Children's attainment is assessed, recorded and shared with parents at the end of each year. Pupils are assessed as: 'working towards the expected standard', 'working at the expected standard' or 'working at a greater depth within the expected standard' on the school's excel assessment grid.

This assessment information is recorded, updated and analysed by the Design and Technology Subject Leader.

Monitoring and review

The coordination and planning of the Design and Technology curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses and indicates areas for further improvement and
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.

Revised and adopted by Governing Body – Spring 2024