



Downe Primary School

Design and Technology Policy

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Vision

We put children first, pioneering excellence and championing each and every child.

The Pioneer Academy Expectations

Safe:

- Schools are safe and secure
- Safeguarding is effective and robust
- Similarities and differences are celebrated; everyone thrives and flourishes

Happy:

- Pupils and staff are positive and succeed in a supportive environment
- Wellbeing for all
- High standards of attendance and enjoyment are outcomes of an inclusive TPA school

Learning:

- Learning is achieved by the successful sequencing of memorable experiences
- Learners are engaged, resilient and enthusiastic

- Learning outcomes are ambitious due to knowledgeable and effective teaching

Legal framework

This policy has been created with regard to relevant legislation including, but not limited to:

- DfE (2014) National Curriculum in England
- DfE (2023) Statutory Framework for the Early Years Foundation Stage

This policy should be read in conjunction with the following policies:

- EYFS Policy
- Assessment Policy
- Marking and Feedback Policy
- Inclusion Policy
- Equality statement

Curriculum Intent

The curriculum in TPA schools is designed to inspire and motivate children. Our aim is for every child to experience ‘an extraordinary school day’ every day. We place children at the heart of the learning process through a bespoke ‘Teaching and Learning Model.’ Wherever possible, the design and technology curriculum will provide opportunities to establish links with other curriculum areas.

Curriculum Implementation

Our curriculum planning has been designed so that Design and Technology is taught independently and interdependently and supplemented by a wide range of opportunities and enrichment activities which allow for cross curricular learning. This enables learners to see their “big picture” of their learning and to make connections across Design and Technology and other subjects.

DT is based on the International Primary Curriculum (IPC) units of work and projects are designed and adapted to suit the class and their current topic. The structure is as follows:

- DT may be taught either in blocked weekly sessions or in a condensed two or three day time frame where appropriate; for example, when cooking, this may be better suited to a condensed time frame whereas making moving cars would be better taught over a period of weeks. Individual class teachers will decide whether or not their topics will be taught over a period of weeks or whether to teach it in a condensed period.
- In each series of DT lessons, children will experience an evaluation task, preferably of an existing product or process, a series of focused practical tasks which will develop the skills necessary for the children to carry out the D&M task (Designing and Making). This might be looking at actual existing products or researching products via computer search engines.
- The emphasis in Reception is for children to be encouraged to examine and talk about everyday objects and give possible reasons for why things are made the way they are.
- They will also be given opportunities to handle and use a wide range of materials, developing their knowledge and understanding of these through practical design and make activities. There will be

more teacher direction within design and technology activities within the reception class but this support will decrease as children move through key stages 1 and 2.

- During their experience of DT, the children are introduced to a variety of contexts including; home, recreation, industrial and community.
- Opportunities are provided for each child to experience construction/model making, graphic media (ICT), textiles and food technology.

The Teaching and Learning Model

The Pioneer Academy's Teaching and Learning Model, which is rooted firmly in research and analysis of effective learning and teaching, translates the Trust's Expectations into classroom practice. Our teaching and learning model is designed and implemented in such a way that it builds on prior knowledge and skills and lays the foundation for future learning. Lessons are designed to be engaging and challenging with learners actively involved. This Model has been developed and embedded to provide consistency and continuity for all children.

Extra-Curricular and enrichment opportunities

The Pioneer Academy aims to ensure every child has the opportunity to engage in new experiences and visit new places beyond the school grounds, taking them to places that some children wouldn't have naturally gone to. School visits and inspiring visitors are an entitlement to every child who attends a school within The Pioneer Academy. The Pioneer Pupil Passport is part of each school's cultural capital commitment to provide a role broad and balanced curriculum that promotes spiritual, moral, social, cultural, mental and physical development and prepares our pupils for the opportunities and experiences of adult life.

Each year, each school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aim of providing opportunities that enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. Such activities will include visits to local food establishments, building boats and testing them on a local river. Each DT based IPC topic will feature an "entry point" and "exit point", designed to capture and celebrate the children's work and imagination.

Lesson Planning

The IPC Overview maps out the units in which DT is taught across each year. This encompasses the learning required as part of the National Curriculum. Lesson plans incorporate a range of activities which are adapted and varied to support and challenge all learners.

Learning Ladders for each subject show the knowledge, skills, understanding and vocabulary that pupils are expected to master each year in each subject and unit of learning.

Threads of Learning show how a concept is developed over time from EYFS to Year 6.

Learning Questions map out the learning sequence.

Knowledge Organisers show the knowledge for each unit of learning is covered within the school context.

Equipment and Resources

Resources are stored and staff should take responsibility in returning the equipment tidily and reporting any equipment that needs replacing. Children should be presented with a choice of tools and resources so that they are best able to meet their designs effectively. The Art/DT Lead is responsible for the auditing and maintenance of resources. Children record their learning in DT Book/floor books/folders. Teaching staff and pupils have the opportunity to use digital technology such as computer graphics programs during DT. Good use is made of the internet for research purposes.

Assessment

Assessments are made in line with the Trust's assessment policy. Teachers and educational support staff use effective assessment for learning (AfL) to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps.

Children are encouraged to peer and self-assess their work in technology throughout the key stages. When evaluating their own work, children should refer to the design criteria established in the design brief as their basis for deciding on how good their product is. On an individual lesson basis, pupils can assess their progress against the learning questions. Teacher assessment is both verbally and in books/folders/floorbooks by using positive comments and an improvement opportunity in line with the Progression of Skills Criteria.

Home learning

Projects sent home may be DT based

Equal opportunities

At The Pioneer Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. We ensure that all children, regardless of ability, race, gender, culture or SEND, are given appropriate opportunities to access the Design and Technology curriculum. In order to achieve this, we provide learning activities that are adapted to support and challenge all groups of learners.

Monitoring and review

The subject leader is responsible for:

- Monitoring curriculum plans and fidelity to agreed schemes of work for the subject;
- Monitoring the learning and teaching of the subject, providing support for staff where necessary;
- Monitoring and supporting the quality of the learning environment;
- Monitoring assessment in the subject, including reviewing any relevant data and setting ambitious targets for pupils;
- Auditing, purchasing and organising the deployment of resources;

- Organising, providing and monitoring CPD opportunities for staff in order to develop subject specific expertise;
- Updating stakeholders on relevant updates within the subject at a national and school level;
- Monitoring and supporting the organisation of any relevant cross-curricular and extra-curricular activities.

The classroom teacher is responsible for:

- Ensuring that all of the relevant content is covered within the school year as per agreed school curriculum plans;
- Providing a range of learning activities to inspire and motivate all learners;
- Monitoring the progress of pupils in their class and reporting this as agreed in the Trust's assessment policy;
- Undertaking any training that is necessary in order to effectively teach the subject.