

"With faith in our hearts we achieve and succeed."



All Saints National Academy

Design and Technology Policy

Policy Review

This policy will be reviewed in full by the Local Academy Committee on an annual basis.

The policy was last reviewed and agreed by the Local Academy Committee on 17th May 2023

It is due for review on 17th May 2024

Signature Date

Academy Representative

Signature Date

Chair of Local Academy Committee

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1. Aims and Objectives- Intent

DT Intent

“Design is not just what it looks like and feels like. Design is how it works.” – Steve Jobs

Design and Technology encourages children to be independent, creative and imaginative problem solvers. It enables children to work as individuals and as part of a team to respond to relevant problems within a context. Where possible, we aim to link work to a thematic topic or other disciplines such as mathematics, science, computing and art. Through the Design and Technology process, children are encouraged to reflect on past and present designs, their uses and functionality, which will allow them to become innovators and risk takers when making their own products. By providing a real life purpose to their learning, children can be inspired to become the next designers, creators, engineers and inventors of tomorrow

1.2 Aims of Design and Technology

Pupils will:

- make products with an intended purpose
- learn the importance of making on-going changes and improvements to their work and designs
- understand and apply the principles of nutrition and learning how to cook
- develop the creative, technical and practical skills needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- be allowed to represent their individuality within the design and construction of their products
- be introduced to the computing and coding of products in UKS2
- learn skills in a variety of the DT strands, including: Textiles, Mechanisms and Food and Nutrition

2. DT Implementation

2.1 Staff cover the units of work outlined in the Key Learning documents on Kapow for their year group, in association with the Long-Term Plan. The long-term plan is written in conjunction with the Art subject lead so that topics are planned that provide consolidation in objectives taught across both subjects. Individual class teachers can use Kapow to support planning ensuring that year group objectives are met and that progression in skills is catered for. It is the class teacher's responsibility to ensure that DT is taught to their year group.

2.2 EYFS

The EYFS team will plan for children to explore a variety of materials through a combination of child-led and adult directed activities. Children will experience creative opportunities to develop key skills within the EYFS curriculum associated with Design and Technology. EYFS classes can, where appropriate, be included in whole school events, and projects within Design and Technology. They have access to the Kapow scheme of learning for EYFS that is used to support the teaching of DT objectives that prepare the children for their transition into Key Stage 1.

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2.3 KS1 and KS2

All teaching of DT should follow the Design, Make and Evaluate model. The design process should have real life, relevant contexts, where possible, to provide meaning to the children's learning. While making, children should be taught the skills required to produce their design and given a range of tools to choose from. A design criteria provided by the teacher should be used for children to evaluate their product. Through creative and practical activities throughout their learning, children should be taught the understanding and skills needed for the iterative process of designing and making. Projects should allow children to work in a range of relevant contexts (for example home, school, leisure and the wider world).

2.4 In KS1 this looks like:

Design:

- Design is rooted in a real life, relevant context to provide meaning.
- Planning should be done using an appropriate format, such as: drawing, templates and talking.

Make:

- Children should be provided with a variety of tools and the instruction to use them safely.
- Children should use a wide range of materials, such as: textiles, construction equipment and ingredients.

Evaluate

- Evaluate their own work in comparison to existing products viewed in the design phase.
- Evaluate their own products against a design criteria.

2.5 In KS2 this looks like:

Design:

- Design is rooted in a real life, relevant context to provide meaning.
- Research designs based on functionality, purpose and aesthetics.
- Planning should be done using an appropriate format, such as: annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design.

Make:

- Children should be provided with a wider range of tools than KS1 and the instruction to use them safely.
- Children should use a wider range of materials, such as: textiles, construction equipment and ingredients.

Evaluate:

- Evaluate their own work in comparison to existing products viewed in the design phase.
- Evaluate their own products against a design criteria.
- Understand how key events and individuals in design and technology have helped to shape the world.

3 Assessment and Evidence

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3.1 Children's skills will be assessed and developed by the class teacher during lessons and through discussions throughout the DT process. This assessment is used to inform differentiated outcomes, support and challenge required by the children. Key Learning documents from the Kapow scheme for each year group should be used to inform teacher judgement. Each class has a DT book in which children's learning is collected across the year. Teachers may decide to display work in their classrooms or during Parents' evenings to celebrate and exhibit the work of all children. Class Dojo can also be utilised to showcase learning and keep a record of practical activities.

4 Parental Involvement

4.1 We encourage all parents and carers to support and assist with whole school projects and Design and Technology projects. We have set challenges during the year where parents can support DT learning at home.

5 Inclusion

5.1 We aim to teach an inclusive curriculum and all children will be supported through differentiation, adaptation or adult support, to ensure every child receives equal access to learning in Design and Technology.

6 Health and Safety in DT

We maintain an up to date risk assessment file regarding the use of equipment required for DT activities. At all times, school staff are in charge of behaviour and safety. When working with DT equipment in a variety of activities, pupils should be taught to assess their own risk. Risk assessments should be kept on the Google Drive so that they are accessible for all staff.

7. Role of the DT Subject Co-ordinator

- To read, understand and interpret the National Curriculum in Design and Technology in order to help staff understand what is required.
- To review and update the Design and Technology policy when required.
- To regularly review the DT equipment available within school and advise suggestions for updates and regeneration of DT equipment in school.
- To liaise with staff the developments of Design and Technology teaching in school.
- To attend key developmental courses on behalf of the staff, to lead discussions with staff on return to school.
- To be aware of developments needed in the delivery of Design and Technology across the school.
- To support class teachers, when necessary, to plan and deliver Design and Technology lessons.

8. DT Impact

The impact of the curriculum will be assessed by the Subject co-ordinator by:

- Collating teacher assessment and feedback from across school.
- Completing lesson drop ins when appropriate.

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- Looking at outcomes of DT projects across the school.
- Undertaking pupil interviews to discuss their learning, understanding and attitudes towards Design and Technology. This can then inform any developmental points created for the following year