

DT Policy

Intent

At Havannah Primary School our intention within the Design and Technology (DT) curriculum, is to inspire our pupils, using their creativity and imagination to design and make products that solve real and relevant problems, with the consumer in mind. Our intention is for all pupils to acquire knowledge and skills that will enable them to learn how to take risks, problem solve, become resourceful, innovative and enterprising. We intend to make strong links to other subject areas, including history, art and mathematics to enhance pupils learning. 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.

The aims of the DT curriculum at Havannah Primary School are:

- To promote positive attitudes and enthusiasm for DT, which encourage individuality, imagination and creativity
- To see evidence of the progressive development of skills and knowledge throughout the school, in each year group
- To provide the opportunity to learn about a variety of different inventors, designers, architects and to understand the historical and cultural development of their forms and to use this to develop and inspire their own ideas and outcomes
- To promote a 'can do' attitude which inspires the children to explore, develop and produce their own creative ideas and products
- To promote the use of experimenting and working with a variety of different materials and tools
- To use a sketchbook to research, develop their own ideas, design and evaluate their final product
- To provide rich, varied and enjoyable lessons which challenge all children to reach and exceed their full potential
- To encourage the children to be thoughtful about their own ideas and to foster a positive curiosity about design and technology
- To evaluate and analyse designs using the correct, subject-specific terminology

Implementation

Our curriculum will provide learning opportunities to explicitly teach subject specific, fundamental skills and knowledge. Pupils will develop creative, technical and practical expertise that they can apply in DT lessons and that will equip them for adulthood. The skills and knowledge taught each year will be built upon to ensure it is progressive. Pupils will have opportunities to be creative, innovative and imaginative.

Our curriculum will include a balance in focus and time dedicated to the design process and the outcome of each unit. Pupils will consistently follow the design process in order to effectively research, design, make, evaluate and improve what they produce. The children will study key inventors, designers and architects and develop an understanding of inventions within historical timelines, which will inspire the methods we use and final outcomes produced.

The children will develop their skills in the three main areas of the design and technology curriculum: materials/structures, mechanisms and cooking and nutrition. Pupils will get the opportunity to develop their skillset using different tools and work with different materials.

In key stages 1 and 2 the curriculum for DT is divided into yearly cycles, that will be delivered one half term of every term. Each year group will cover the three main areas of DT in their yearly cycle. In the EYFS, the applicable 'expressive arts and design' and 'physical development' curriculum aims have been broken down

into foundation stage 1 and 2 specific objectives to be covered by teachers through direct teaching and their enhanced provision.

In DT an individual sketch book (in KS1 & 2) will evidence a clear progression of skills throughout the key stages and the design process will be followed and built upon as the children progress through the school. This will teach and inspire the children to practise and develop their ideas and skills within their sketch book, which will enable their progress and success to be evidenced and shared. Learning end points will be clear for pupils and they will be able to see how what they are learning builds on their prior learning and how it will evolve during their time at Havannah.

We achieve this by:

- Setting common tasks which are open-ended and can have a variety of creative responses
- Setting tasks of increasing difficulty
- Planning across year groups to ensure progression of skills
- Grouping children by ability in the room and setting different tasks for each ability group
- Providing resources of different complexity depending on the ability of the child
- Using classroom assistants to support children individually or in groups.

DT Curriculum

The national curriculum defines the content of the school curriculum for DT:

Key Stage 1

Pupils will be taught knowledge, understanding and skills needed to engage in the process of designing through creative and practical activities. They will research, design, make, evaluate and start to improve their products. During the design process, pupils will consider the purpose and function of their product following a set design criterion. Pupils will select and use tools safely and correctly to join, cut, shape and finish products. Existing products and the ones produced will be evaluated by pupils and they will start to consider how they could improve them.

Key Stage 2

Pupils will build on their existing knowledge, skills and understanding from key stage 1 to improve mastery in all areas of DT. Ideas will be recorded in more detail through annotations, exploded diagrams, computer aided design and prototypes. Tool progression will provide opportunities for pupils to develop skills with more technical and age appropriate tools. Pupils will choose, use and justify their choice of tools and materials. Existing products and ones produced by pupils will be evaluated against their own design criteria, considering the views of others to improve their own work. Opportunities to improve their own product will be incorporated into projects as they progress through KS2.

The Statutory framework for the early years foundation stage:

The document defines DT skills and knowledge that is required to be taught in one of the specific areas (expressive arts and design) and one prime area (physical development). It discretely refers to the key areas of DT- Cooking and nutrition, materials, mechanisms and structures. Pupils in this age phase are required to 'manipulate and play with different materials' and then build on this, leaving reception being able to 'safely use and explore a variety of materials, tools and techniques'. To develop cooking and nutrition skills at the start of the foundation stage they 'make healthy choices about food, drink, activity and tooth brushing' and leave foundation 2 being able to 'understand the importance of healthy food choices'.

Equal Opportunities

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. Art provides opportunities for teaching that reinforces this ideal. Children with special educational needs are taught the full art curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in art lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. See Special Education Needs Policy for more details.

Assessment, Record keeping and Reporting

Children's work in DT is assessed by making informal judgements as they are observed during each DT lesson. On completion of a project, or practise of a taught skill, the teacher highlights the success criteria in accordance with the school's marking policy and comments as necessary. This will provide the basis for the summative assessment at the end of each term. At the end of each topic, the children will be assessed against criteria: emerging, exceeding and expected expectations for the DT objectives. Teachers should judge which description best fits the pupil's performance.

Within the foundation stage, teachers will use formative judgements to assess pupils and this will be evidenced in pupils' learning journey books, on DCPro and their early years profile (end of reception). EYFS pupils will be assessed as being 'emerging' or 'expected' in line with the revised EYFS curriculum.

It is important in the assessment of DT that the children can apply their knowledge, skills and understanding to inspire their own ideas and outcomes. Pupils should also be able to record their knowledge, ideas and skills in a variety of ways.

Impact

Outcomes in individual sketch books demonstrate a broad and balanced curriculum, which offers pupils a variety of creative opportunities. Pupils practise taught skills and document their ideas throughout the unit. Their sketchbook evidences their progress and places it within an individual timeline, which they continue to develop throughout their primary career.

Our DT curriculum demonstrates progression across key skills and knowledge in the four main areas of DT- materials, mechanisms, structures and cooking & nutrition. Pupils follow the design process across the school- research, design, make, evaluate and improve.

Monitoring and review

The DT subject leader is responsible for:

- Monitoring the standard of the children's work and the quality of teaching and learning in DT
- Reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught
- Supporting colleagues in the planning, teaching and assessment of DT
- Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources and the DT curriculum budget.
- Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

Monitoring of the subject will take place termly and will involve:

- Planning and book scrutiny
- Interviews with pupils
- Conversations with staff
- Learning walks
- Checking assessments are up to date