

Original Date Written	Latest Review Date	Date Adopted	Date for Review
February 2018	July 2021	July 2021	July 2024

Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Design and Technology Policy

Together we believe, learn and achieve

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Design and Technology Policy

Curriculum Intent Statement:

Marlborough St Mary's' engaging, active curriculum is inclusive and experiential. We enrich children's learning through practical, cross-curricular activities, which build curiosity and resilience.

In a caring, inclusive environment, based on Christian values, we foster creativity, imagination and a love of learning that will build self-sufficiency and develop children's independence to become life-long learners.

Our curriculum is challenging, sequential and aspirational for all, building knowledge and skills while linking to real life experiences, preparing our pupils to take their place as global citizens.

Aims

At Marlborough St. Mary's Primary School our Design and Technology curriculum helps to equip children to take part in our rapidly changing world. Our whole school topics help to motivate and excite children in their design and technology work. We aim to inspire children to think creatively and become problem-solvers, both as individuals and as part of a team.

Our Design and Technology teaching will:

- Enable children to talk about how things work, and help them to draw and model their ideas.
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Develop imaginative thinking in children and enable them to talk about what works well and what could have been improved upon when designing, making and evaluating.
- Help children to creatively build and apply a repertoire of technical language, knowledge and skills when designing, making and evaluating for a wide range of users.
- Encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- Show an awareness of the need to exercise safe and hygienic practices and to employ these whilst working.
- Encourage children to work individually and as a member of a team.
- Enable children to evaluate their own and others ideas and products, and make appropriate modifications within their designing and making.
- Show an awareness of the ways in which a design and technology activity might have an effect upon people and the environment.
- Understand and be excited by applying the principles of nutrition and learning how to cook.

Teaching and Learning.

We will fulfil the requirements of the National Curriculum by meeting the subject content across KS1 and KS2. We follow a whole school topic cycle and we plan the skills across the year linking them with the topic areas that help to enhance the subject. This may mean that D.T is not taught every week but may form a longer unit of work over a number of days or a week keeping it relevant and proportionate. As this is a cross curricular approach we will also plan to link this learning with other national curriculum subjects.

Each year we will reflect upon the project and make adaptations and changes ready for next year if necessary. We will provide children with example sentence starters consisting of key DT vocabulary so children can communicate effectively which will evolve throughout the school again evidencing clear progression.

When delivering the required knowledge and skills teachers will apply a variety of teaching and learning styles to include all learners. In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

Assessment and recording

Children in key stage 1 and key stage 2 will plan and evaluate their work using the school pro forma which can be adapted to the individual project and needs of the class by the class teacher. Teachers can use the school sentence starters to ensure children evaluate their projects based upon the DT skills that are being assessed. Once completed this will be kept in the child's topic book which will evidence clear progression throughout the school. Teachers then assess by making in class observations and through this written work; making judgements against the learning objective for the lesson.

Children in EYFS will *begin* to plan and evaluate their work which *may* include drawing and recording their ideas but mainly through verbal communication and photographic observations.

This knowledge will then be used to provide the next steps for learning and to inform future planning. At the end of the year teachers make a final judgement against the progression framework and pass this information on to the next teacher in the transition meeting.

Teaching children with special educational needs.

At Marlborough St. Mary's we aim to provide a broad and balanced education to all children. Through our design and technology teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range our assessment process looks at a range of factors– teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Health and Safety

Teachers will ensure that individual children are operating in a safe manner at all times using tools and equipment. The children will be taught to recognise hazards to themselves and others, they will learn to assess those risks and what actions to take to minimise these risks. Sharp tools and glue guns will not be readily available and may only be used under adult guidance.

Monitoring and review

The design and technology subject leader will complete an annual 'book look' and keeps records of this along with any examples of children's work demonstrating good practice of DT projects. This helps to demonstrate what the expected level of achievement is in each year of the school.

The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. At the end of the year the co-ordinator will carry out a curriculum review which reports on achievements and indicates areas for further improvement.