



## **Design and Technology Subject Policy**

September 2023  
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### 1. Vision and values

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity

For Design and Technology, we follow the Projects on a Page curriculum produced by the DT Association. We choosing this curriculum, it was felt that it encompasses our is aligned with our vision and holds closely to our values and attributes in its objectives and intended outcomes for pupils.

### 2. Subject statement

We aim to give the pupils the freedom and the passion to design, create and evaluate; to provide plentiful opportunities to be designers and problem solvers.

We follow the National Curriculum for England which has the following aims:

To develop creative, technical and practical expertise when performing everyday tasks.

To design and make high quality products for a range of users.

To learn how to critique, evaluate and test their ideas and the work of others.

To learn about nutrition and develop simple cooking skills.

Our curriculum focuses on the key areas of design, structures, mechanisms, electrical control and a range of materials, including food. We encourage and nurture children's creativity and innovation the designed and made world in which we live.

### 3. Approach to teaching and learning

Our planning and approach follows the curriculum and details produced by the Design and Technology Association. The resources and skills from this, enables our staff to teach at the highest standard and to acquire the subject specific skills to engage our pupils and develop the associated disciplinary and substantive knowledge.

Children have a Design and Technology book in each key stage. In here, they record their project designs, plans and photographs of what they produce. At each stage of production, they evaluate the strengths and ways they could improve the outcomes achieved.

When teaching, we utilise the incredible inside and outside spaces available, such as our forest school area and wildlife area.

Design and Technology education at Abberley involves two important elements - learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users.

Children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety.

The skills learned in D&T also help with learning across the curriculum. Knowledge about the properties of materials helps in science and the practice of measuring accurately helps in maths. These skills help in IT through the children's use of computer control and, naturally, in art and design.

Design and Technology education helps develop children's skills through collaborative working and problem-solving, and knowledge in design, materials, structures, mechanisms and electrical control. They are encouraged to be creative and innovative, and are actively encouraged to think about important issues such as sustainability and enterprise.

There are three core activities children engage with in Design and Technology:

- Activities which involve investigating and evaluating existing products
- Focused tasks in which children develop particular aspects of knowledge and skills
- Designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'

These three activities are combined in sequence to create a Design and Technology project.

#### 4. Timetable allocation for discrete teaching opportunities

EYFS	Construction readily available as part of continuous provision	
Year 1	2 hours a week for three half-terms across a two year cycle	Equivalent to 18 hours a year
Year 2	2 hours a week for three half-terms across a two year cycle	Equivalent to 18 hours a year
Year 3	2 hours a week for three half-terms across a two year cycle	Equivalent to 18 hours a year
Year 4	2 hours a week for three half-terms across a two year cycle	Equivalent to 18 hours a year
Year 5	2 hours a week for three half-terms across a two year cycle	Equivalent to 18 hours a year
Year 6	2 hours a week for three half-terms across a two year cycle	Equivalent to 18 hours a year

#### 5. Curriculum overview/Planning

Long term planning, skills progression and other ideas can be found in the subject and planning folder and staff have paper copies.

#### 6. Subject progression

Our curriculum is carefully sequenced and planned through support from the Design and Technology Association – Projects on a Page. This planning ensures that the curriculum increases

in challenge over time and is developmental in its approach, in that as children acquire increasing skills the expectations increase to ensure that outcomes are strong and pupils are challenged to improve and develop their substantive and disciplinary knowledge over time.

#### 7. Assessment/inclusion and challenge

Assessment is informal in DT. The DT coordinator will monitor the pupil's experiences and progression by monitoring evidence of practical and written work in their exercise books. The aims and objectives of each unit of work should be marked in alignment with the school marking and feedback policy. Objectives should be colour coded to indicate the degree to which the child has applied and attained a specific outcome. Whole projects should be appraised as part of the learning process, by the individual, adults and peers. Pupil attainment in DT is monitored by the subject leader through learning reviews and discussions with colleagues. In this way, we can be assured that pupils are making progress over time and are developing their skills as they meet the progressive and increasingly challenging criteria of the curriculum.

#### 8. Cross curricular and IT links

There are many cross-curricula links that will take place as part of learning naturally between DT and other subject areas. Specific links opportunities are highlighted in the whole school curriculum overview to enable staff to draw on DT planning that is not incorporated into our DT curriculum but which would support learning outcomes in other subject areas.

#### 9. Roles and expectations of staff

- SLT will oversee timetable allocation and oversee funding for resources.
- Subject coordinator provides staff with long term plans and information related to good practice and inspiration for lessons. Manages teaching equipment and resources in the Art cupboard.
- Class teachers teach high quality Art lessons and ensure they follow long term plans to ensure children experience a broad curriculum. Ensure resources are returned carefully.
- Teaching Assistants support in teaching.
- Other Assistants

#### 10. Staff development and expertise

Termly staff meetings focus on the professional development and expertise of staff. The Design and Technology Association provides a range of online training that are utilised to develop and upskill our staff.

#### 11. Monitoring of standards

Standards are monitored through learning reviews, which includes learning walks and book reviews. Teacher's marking will indicate the degree to which pupils are meeting and achieving the expected learning outcomes of each project.

#### 12. Subject Development

Through subject monitoring, areas for development are identified annually. Each year development priorities are set and progress against these evaluated.