

# FELSTED PRIMARY SCHOOL

## DESIGN AND TECHNOLOGY POLICY



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be Kind
- Be Safe

## **INTENT – WHAT DOES THE DESIGN AND TECHNOLOGY CURRICULUM INTEND TO DO?**

At our school we intend that children should master Design and Technology to such an extent that they can go on to have careers within Design and Technology and make use of design and technology effectively in their everyday lives. Our children will be taught Design and Technology in a way that ensures progression of skills and follows a sequence that builds on previous learning.

The Design and Technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Our Design and Technology scheme of work enables pupils to meet the end of key stage attainment targets in the National Curriculum (2014) and the aims also align with those in the National Curriculum. EYFS (Reception) units provide opportunities for pupils to work towards the Development Matters statements and the Early Learning Goals.

We use the Kapow Primary Scheme. Kapow Primary is an Artsmark partner and is able to support schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

## **IMPLEMENTATION – HOW IS THE CURRICULUM IMPLEMENTED?**

We follow the Kapow Primary Condensed scheme which provides a broad and balanced Design and Technology curriculum that builds on previous learning and offers both support and challenge for learners. This ensures a progression of skills and covers all aspects of the Design and Technology curriculum.

We have a split DT and Art curriculum and teach DT/Art every other half term. This ensures a greater focus and more in-depth lessons across 6/7-week blocks. In each half termly block, pupils will spend about an hour a week on DT lessons.

The Design and Technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National Curriculum organises the Design and Technology attainment targets under four subheadings: Design, Make, Evaluate, and Technical knowledge. We have taken these subheadings to be our learning strands:

- Design
- Make

- Evaluate
- Technical knowledge

We have six key areas that pupils revisit during their time at Felsted Primary School:

- Cooking and nutrition
- Mechanisms/ Mechanical systems
- Structures
- Textiles
- Electrical systems (KS2 only)
- Digital world (KS2 only)

Kapow Primary's Design and Technology scheme has a clear progression of skills and knowledge within these strands and key areas across each year group

Through our Design and Technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in the six key areas. Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The Kapow Primary scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies, including independent tasks, paired and group work, practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and aim to appeal to all pupils. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Design and Technology curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD.

We want to ensure that Design and Technology is embedded in our whole school curriculum and that opportunities for enhancing learning by using design and technology are always taken.

### **IMPACT – WHAT PROGRESS WILL CHILDREN MAKE?**

Our children enjoy and value Design and Technology and know why they are doing things, not just how. Children will understand and appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

After the implementation of Kapow Primary Design and technology, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

The expected impact of following the Kapow Primary Design and technology scheme of work is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and Technology.
- Meet the end of key stage expectations outlined in the National curriculum for Computing.

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit.

The Design and Technology curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work and sharing their work with others.

## **PROGRESS AND ASSESSMENT**

Progress will be shown through outcomes and through the important record of the process leading to them.

As assessment is inextricably linked to planning, we use the Kapow assessment spreadsheet so our assessment is in line with our planning. All assessments in DT are used to inform subsequent planning in order to impact on future teaching and learning. In DT, assessment activities are carried out prior to, during and after teaching in a variety of ways.

Formative assessment is continually on-going in the form of marking pupils work, giving verbal feedback to pupils, and making notes on weekly planning in order to inform planning for the next lesson. These assessments are linked to the key learning objectives for the lesson. Teachers use Tapestry to support the recording of evidence for lessons which allows for assessment.

## **SUMMATIVE ASSESSMENT**

Teachers make a summative assessment of every pupils' knowledge, skills and understanding at the end of each term in line with the school's assessment schedule. End of unit quizzes, knowledge and skills catchers, pupil work, teachers' notes and ongoing observations are used to make a robust assessment of all pupils. These assessments inform future planning and are shared with new teachers when children move up a year. All summative assessments are recorded termly on Insight.

Pupils' progress is monitored by both class teachers and subject leaders. Pupils who are making less than expected progress are identified and measures can be put in place to support these pupils. For example, this may involve adaptations being made to remove barriers to learning, such as the need to complete extended writing.

## **MONITORING**

Evidence of Design and Technology learning will be shown through photos in the children's tapestry learning Journals. All Design and Technology lessons will be flagged so that they can be easily tracked and to show the learning.

The Design and Technology subject leader regularly conducts:

- Work scrutiny
- Drop in observations
- Pupil/staff surveys
- Data analysis
- Resource audits
- Tapestry Checks

Feedback is shared with Phase Leaders and teachers with 'next steps' identified and actioned as required.

## **ROLES AND RESPONSIBILITIES**

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the Design and Technology subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments and competitions in the subject and providing a strategic lead and direction for the subject in the school.

As well as making its own distinctive contribution to the school curriculum, Design Technology contributes to the wider aims of primary education.

## **RESOURCES**

We have sufficient resources for all Design and Technology teaching units in the school. We keep these in a central store in the library with equipment stored in catalogued shelving detailing the content and quantity of resources. The library contains a supply of Design and Technology information books. Technological devices with accompanying

computer software are available to support children's individual research and data collection.

The Design and Technology subject leader regularly audits resources and requests can be made for additional or replacement resources. Resources are ordered in the summer term for the coming year.

## **PROFESSIONAL DEVELOPMENT**

It is the responsibility of the subject leader to maintain up-to-date subject knowledge and to disseminate this to all staff. This will be done through staff training sessions and in response to actions identified through monitoring activities. The subject leader is also responsible for identifying staff that require additional support or subject areas that are in need of improvement.

Kapow is also a source of professional development material for both the subject leader and class teachers. Kapow Primary has been created with the understanding that many teachers do not feel confident delivering the full Design and technology curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD.

## **HEALTH AND SAFETY**

In this subject the general teaching requirement for health and safety applies. We teach children how to follow the proper procedures for safety and hygiene.

## **EQUAL OPPORTUNITIES**

Careful planning and awareness of individual children's needs and interests will ensure that every child will have equal access to the Design Technology Curriculum regardless of race, gender or class.

## **POLICY MONITORING**

The Design Technology leader is responsible for the monitoring of the implementation of this policy. The leader reports to the head teacher on the effectiveness of the policy. The policy will be reviewed every year.

REVIEWED ON: Jan 2025

NEXT REVIEW DATE: Jan 2026

Policy checked by:

Headteacher