



WHITEHALL PRIMARY SCHOOL

Design and Technology Policy

At Whitehall Primary School, Design & Technology is designed with the curriculum vision in mind. Children need to become **curious** by becoming active learners so that they can make informed choices to solve problems. Through this value, children can think critically by making meaningful connections with what they have learned and apply it to everyday tasks beyond the classroom. We strive for our children to have **aspirations** for the future. They are provided with the knowledge, skills and opportunities for children to become engaged in their learning and to see the connection between what they learn today and what they want to become tomorrow. We foster children's **independency** through developing their self-confidence and self-motivation to become independent in their thinking and actions.

1. Aims and Objectives

Design and Technology (DT) is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. 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. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The DT curriculum has been designed with a pedagogical approach in mind. We want to allow children to acquire the necessary knowledge and skills through teacher led and enquiry-based learning. Our intent is to teach children the substantive and disciplinary knowledge about products and materials children will come across in Design & Technology. This is then further broken down to include the application of that knowledge gained so that knowledge and skills are progressive and sequential.

The aims of Design and Technology also include:

- To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate, test their ideas, products and work of others
- Understand and apply the principles of nutrition and learn how to cook

2. Teaching and Learning

At Whitehall Primary School, Design and Technology lessons are taught in mixture of whole-class teaching (mixed ability groups) and individual, paired and team-work. Collaborative learning skills are mostly encouraged, which means listening to other children's ideas and treating them with respect. The school applies a variety of teaching and learning styles in Design and Technology, which support all types of learners. These include the uses of visual, auditory and kinesthetic (VAK) aids.

The principle aim is to develop children's knowledge, skills and understanding in Design and Technology, so they can apply them when: developing ideas, designing, making and evaluating their products. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT

2.1 Implementation

At Whitehall Primary School, Design and Technology is planned to meet the requirements of the National Curriculum 2014. We use Curriculum 22 scheme by Cornerstones Curriculum Maestro to support with the teaching and planning for DT. A Curriculum progression map from EYFS to Year 6 outlines the composites which each Year Group aim to achieve by the end of each year and phase. From the progression map, the composites are broken down into components, which can be found on the curriculum progression map and on the medium-term plans. Teachers are expected to develop short term plans from these to include adaptations for groups of children including SEND, EAL and disadvantaged, which can be found on Curriculum Maestro platform. Planning is evaluated and annotated regularly. Planning is regularly monitored to ensure consistency across the school. Knowledge organisers are also used so that children are able to remember and understand Design & Technology in digestible chunks. It includes key facts, technical vocabulary and their meaning, diagrams and information. Knowledge organisers are adapted for SEND pupils to ensure they can access the learning.

2.2 Early Years and Foundation Stage (EYFS)

At Whitehall we encourage the development of skills, knowledge and understanding that help the children make sense of their world as an integral part of the school's work.

The Nursery and Reception classes form the EYFS and follow the Early Years Statutory Framework 2021. At the end of the Reception year the children are assessed against the Early Learning Goals. These are end of year expectations. The Early Year Outcomes 2013 and the Development Matters 2021 documents provide support and guidance for planning learning.

The areas of learning which help to form the foundations of Design and Technology are:

Understanding the World:

People, Culture & Communities

Past & Present

The Natural World

Expressive Arts and design :

Creating with Materials

Being imaginative and expressive

The early experiences include asking questions about how things work, interesting materials, developing making skills and handling appropriate tools and construction materials safely and with increasing control.

We develop the children's characteristics of effective Learning by providing a range of practical experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoor and outdoor, attract the children's interest and curiosity.

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

2.3 Resources

At Whitehall Primary School, we have a wide range of resources to support the teaching of Design and Technology across the school. Teachers are given the opportunity to choose their own resources from the Curriculum 22 scheme for their year group. They are ordered through various Design & Technology resource websites. Year groups can decide whether they would like independent activities or group activities to suit the needs and abilities of the children. They then order the resources based on numbers. The more specialised equipment is kept in the DT room which provides the school with any additional resources they may need.

2.4 Health and safety

The general teaching requirement for health and safety applies in this subject. A risk assessment can be found in Appendix 1. We teach children how to follow proper procedures for food safety and hygiene for which all staff have received the training in Level 2 Food Hygiene and Safety for Catering and is reviewed every 3 years.

2.5 Inclusion

The teaching and learning in DT will take the backgrounds, needs and abilities of all pupils into account. Differentiation or adaptations are made to the learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able

Adaptations to the teaching and learning are made to enable all children to access the curriculum. Pupils with special educational needs receive support provided by a learning support assistant, 1:1 support which is overseen by the class teacher and the SENCo. Extra support is given in the classroom through Quality First Teaching and scaffolding, providing diagrams and instructions.

3. Marking and Feedback

Marking and feedback in DT is in line with the whole school Marking and Feedback Policy in that immediate feedback is provided initially when modelling and providing guidance to pupils in the form of verbal feedback. Summary feedback may then be provided in the form of Self or peer assessments against the success criteria. A collective understanding is obtained and pupils are guided on how to move their learning forward. Finally, review feedback at the end of the final product a pupil has made is given. This is a snapshot of whether a pupil is on track with their understanding, how targets could be met, and encourages the pupil to implement the strategies suggested. A response to marking may be used to check for pupil's understanding.

The Teacher uses the knowledge organiser to help children reflect and evaluate their design and product to check for understanding and to embed the knowledge and skills into long term memory.

Marking in DT takes this form:

- The learning intention to be dotted (red- working towards, blue- working at)
- Verbal feedback given to children during their sessions
- Written feedback at the end of the topic where children write an evaluation about their final product and what they could improve on next time.

Written feedback will be done at the end of the project. This will always be linked to the learning intention.

The written feedback at the end of the product making should look like this in their project books.

For example;

Does your final product hit the brief/learning intention? Does your product set out what you intended it to do/be?

What strength does your product have?

What could you improve on?

How could you make your product better?

What skills have you learnt when making your product?

4. Impact

The impact of the teaching and learning of DT is regularly monitored to make sure that all of our pupils make the best possible progress from their starting points.

The Subject Leader, Senior Leaders and Governors will monitor and evaluate the impact of teaching on pupils' learning through:

- Learning walks
- Reviewing marking and feedback
- Planning scrutiny
- Book scrutiny
- Pupil interviews
- Lesson observations
- Staff feedback

Following a period of monitoring, feedback is provided in Phase and staff meetings. This ensures the teaching and learning is of a high quality and effective.

The Design and Technology subject leader is also responsible for supporting colleagues in the teaching of Design and Technology, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. This may take the form of courses, INSETS and research for their professional development. The Design and Technology subject leader gives the head teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

5. Staff Development

Teachers are always encouraged to ask the Subject Leader for any support with lesson planning. Teachers and other staff are given opportunities to develop their own subject knowledge and skills in DT, through INSET days, local authority training and courses. The curriculum 22 Scheme also provides materials for teachers to view prior to teaching the lesson. The subject leader for DT identifies school needs and co-ordinates professional development opportunities.

6. Link Governor

The named link governor, Mr S. Patel, is responsible for:

- Monitoring the impact of the subject across the school and on pupils
- Monitoring teacher workload and professional development
- Ensuring subject action plans are suitable
- Monitoring the quality of resources
- Keeping a track of pupil and parent engagement with the subject
- Keeping up to date with the curriculum (what's taught, why it's taught, and how it's taught)

7. Links With Other Policies

This policy links to the following policies and procedures:

- Teaching, Learning and Assessment Policy
- Curriculum Policy
- Marking and Feedback Policy