



# D&T Policy

**Our mission is to inspire, nurture and challenge every learner to achieve their full potential.**

## **Introduction**

At Holbrook Primary School we believe Design and Technology is essential to prepare pupils to participate in a world where technology is constantly evolving. Teachers encourage children to develop their investigating, designing, making and evaluating skills by thinking and intervening creatively.

## **Aims**

Design and technology 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.

Regardless of gender, ethnic origin or ability, we specifically aim to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 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 and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

## **Principles of Practice**

D&T is a foundation subject and may be taught through topic work, discretely or form part of a core subject lesson i.e. Mathematics (Topics are chosen from The Cornerstones Topic Themes for each class on a two yearly cycle and can be closely linked to other curriculum areas.) D&T lessons are planned to ensure progress for every child. Every child experiences 'challenge' within lessons to develop key skills in this subject. A range of resources are used to support the teaching of D&T including:

- ICT Resources
- Visual / auditory resources (e.g. video / sound clips.)
- Models / physical resources.
- Artefacts from specific countries.

In design and technology, children acquire and apply knowledge and understanding of:

- materials and components;
- mechanisms and control systems;
- structures;
- food and horticulture;
- existing products;
- quality;
- health and safety.

Children will:

- develop designing skills, including generating and developing ideas, clarifying a task, creating design proposals, communicating ideas, planning and evaluating;
- acquire and refine the practical skills associated with making, including working with materials and components, tools and processes, eg planning, measuring and marking out, cutting and shaping, joining and combining, finishing, and evaluating;
- apply scientific skills, eg predicting and fair testing;
- apply mathematical skills, eg measuring to an appropriate number of decimal places, drawing and interpreting tables, graphs and bar charts;

## **Learning and Teaching**

The emphasis on our teaching in D&T is integrated learning, linking subjects with many other areas of the curriculum. We seek to provide suitable learning opportunities for all children and encourage them to be challenged in their learning. D&T lessons include a 'What? Why? How?' that focuses on specific skills. D&T learning is recognised and displayed. Cross curricular links are made when appropriate.

Teaching and learning in D&T must ensure that all learning styles of the children are met (auditory, visual, kinaesthetic) through a wide range of learning opportunities. D&T is recorded through any appropriate form e.g. photographic evidence, drawings, paintings and sculptures. Planned activities give children the opportunity to work independently, in pairs and small groups. We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

## **Planning**

We use the National Curriculum and Early Years Foundation Stage guidance (EYFS) as the basis for implementing the statutory requirements of the programme for D&T. Skills sheets from the Cornerstones themes are used to inform planning to ensure that key concepts are being covered in each year to allow pupils to make progress from Y1 – Y6 and the Development Matters document is used in EYFS. Wherever possible, pupils should be involved in the planning and evaluation processes as part of our pupil inspired curriculum approach.

## **Organisation**

D&T is a foundation subject and is taught mainly through the class topic, but some skills are taught discreetly if they do not link with one of the themes. Some topics during the academic year will allow D&T to be taught in more in depth than others.

In Foundation Stage D&T falls within the area of learning called "Expressive Arts and Design: Exploring and using media and materials/Being imaginative" in the EYFS profile.

## **Special Educational Needs**

All pupils have full access to D&T lessons.

In class, the teacher will set differentiated tasks to support less able, and extend the more able.

All pupils will be taught so that they remain in the zone of challenge. Questions which stretch and extend thinking will be used.

## **Equal opportunities**

All pupils are entitled to access the D&T curriculum at a level appropriate to their needs arising from race, gender, ability or disability.

## **Assessment and Recording**

Assessment in D&T is an on-going process based on the Cornerstones Skills taught that term. The teacher carries out regular formative assessment and uses this to inform planning. Marking and feedback is linked to the learning objective and success criteria expressed as the "how". At the end of each term the teacher assesses whether each pupil has achieved, not achieved or exceeded expectations in the skills progression. We use this as a basis for planning further topics throughout the academic year.

## **Monitoring and Evaluation**

Monitoring of the standards of children's work and of the quality of teaching in D&T is the responsibility of the subject leader. The subject leader also supports colleagues in the teaching of D&T, is informed about current developments in the subject, and provides a strategic lead and direction for the subject in the school.

## **Conclusion**

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.