



DT POLICY 2022/23

Aims: Front Street Primary School provides an **ambitious** and **progressive** Design and Technology curriculum for all pupils. This curriculum fosters **independence** and promotes **inclusivity** for everyone regardless of ability or background. We aim for all children to become confident, skilled and **ready** for the world in which they will be adults. Central to our curriculum aims is the belief that our children will grow up to be the designers and developers, the makers and innovators of tomorrow, and thus their curriculum experience must be **relevant** to the modern world and must support their development as skilled workers, creative thinkers and **resilient** problem solvers.

DT Curriculum: Our curriculum promotes the NC aims for DT: children learn to *develop their creative, technical and practical expertise; they have opportunities to apply and extend their knowledge, understanding and skills of designing and making; and, they learn to critique, evaluate and test ideas.*

Curriculum Content and Coverage: The DT curriculum at FSPS has been organised into five key strands which are revisited at intervals across both key stages. These are:

- *Food Prep/ Health & Hygiene;*
- *Mechanical Systems;*
- *Electrical Systems;*
- *Construction Ideas;*
- *Joining/ Finishing Skills.*

Within KS1 and 2, each year group delivers three units of work over the course of the academic year. A balance in coverage of each of the five strands is achieved across the school through the Whole School DT Curriculum Map. Additionally, the focus of each unit is designed to ensure progression is achieved with regards to the complexity of skills and concepts taught

DT in Early Years: DT in the early years is taught through continuous and enhanced provision which can be accessed during the children's explorative play. The children are encouraged to explore their own ideas and staff will model and support where needed; demonstrating techniques and resources. Some activities relating to a theme or skill may be introduced during a small group session, led by an adult, where by later the children are encouraged to further explore independently during child-initiated time whilst demonstrating the characteristics.

Within the Early Years we take part in special creative days such as 'Day to Create' where the children plan, design and practically create and demonstrate their ideas from challenged provided or from their own imagination or their own initiative.

The characteristics of effective teaching and learning of DT in the early years will involve:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Food Technology: Front Street is a Healthy School and we recognise that growing up knowing how to live a healthy life is essential for our children. Therefore, one of the three DT units taught in all KS1 and 2 classes is a Food unit. This focus is designed to promote positive attitudes towards food preparation as well as instil a clear understanding of health and healthy lifestyles choices.

Sustainability: Respect for the environment and sustainable use of resources are core principles in our DT curriculum and they embody the Eco-schools' principles in place across our school. Children are taught to reduce their environmental impact: by learning to use and manage DT resources responsibly; by considering the re-use and recycling of materials as part of their designing and practical work; and, by engaging with and using renewable energy technologies.

Teaching approaches: Teaching and learning styles will vary in DT lessons depending on factors such as the age of the children and the nature of the activity being undertaken. Safety considerations will also influence group size and the level of independence given.

Cross Curricular Links: The application of skills and knowledge in order to solve problems is central to learning and progression in DT. Therefore, prior learning from other subjects (e.g. knowledge of circuits or measuring accurately) are recognised within the DT progression of skills assessment document. Contextual links between DT and other subject areas are made, but only where appropriate. Quality CC links enrich the setting in which the DT brief is placed, and can often be the vehicle for introducing a problem which needs to be solved.

Growth Mindset: Growth mindset skills are an intrinsic part of the design, make and evaluate cycle. DT promotes resilience, lateral thinking and the ability to apply refining skills thus encouraging the children to become competent problem-solvers.

Inclusion and equal opportunities: Our design and technology curriculum provides learning opportunities which are fit for all children to enjoy and engage with. Our curriculum is fully inclusive and supports ranging needs and cultural diversity. To support children who are not working within the expected standard, 'Closing the Gap' strategies have been put in place. These strategies have been written in close accordance with key DfE published response to Covid documents ('Teaching a broad and balanced curriculum for education recovery November 2021' and 'Research and analysis Education recovery in schools: spring 2022'). These strategies are employed by teachers to support identified children in future lessons and units of work.

Planning in DT: Units of work are planned using the DT planning document which supports the Design, Make, Evaluate cycle. Central to each unit is a design brief or question which provides the focus for the project and the evaluation. Unit plans are an overview and will not outline all DT teaching and learning, as much of this occurs in response to the needs of the children on a lesson-by lesson basis.

How do we assess DT? Design Technology is subject which is uniquely placed to allow the combined application of practical skills alongside theoretical knowledge. Thus, all children have opportunities to develop and excel within this subject. Diagnostic assessment is a continuous strand of assessment within, and across, units of work. Such assessments enable teaching staff to support children's learning and enhance their learning experiences on a lesson by lesson basis. Children requiring additional support or access arrangements are identified and supported using the Closing the Gaps document. Units of work and the success of the children therein are assessed and evaluated using the Foundation Subject- Whole Class Termly Assessment and Feedback Documents which are shared with subject leaders to enable a cycle of continuous improvement.

Homework in DT: Homework is not routinely set in DT but may be given when deemed purposeful (e.g. to research designs/recipes/significant people linked to the unit being delivered).

Involvement of home: A summary outline of the DT unit being delivered is included within the Termly Topic Web shared with parents/carers via the school website. Real-life links to the world of work are highly valued thus parents/relatives are invited into school during STEM week to enrich DT.

Evaluation and monitoring: Due to the nature of the subject, children's work within DT will take a number of forms and therefore will need to be collected using a range of methods. Group design discussions, practical work, verbal evaluations will all form part of the tapestry of evidence used by teachers to diagnostically evaluate and support children's work and progress. As children move into KS2, the range of paper-based work (such as children's plans, designs or evaluation sheets) are will increase in quantity and depth. These will be stored in individual pupil books. In KS1 and EYFS, a sample of children's work will be collected within a class floor book. In KS1, any individual work (such as children's plans, designs or evaluation sheets) will be stored in Unit folders. Work is monitored and evaluated alongside planning and assessment documents by the DT Lead.

Resources in DT: DT is a well-resourced subject where children are provided with a variety of materials, tools, and resources to enable quality work in all areas of the subject.

CPD in DT: CPD is delivered by DT Lead (supported by the Gateshead CCIG initiative), key teachers, and through the local authority.

School governor role in DT: The link governor allocated for the oversight of DT is Mr David Hodgson. Governors meet with subject leads to discuss and monitor subject developments and strategic plans. Key documents/action plans are shared with governors when updated. *For further explanation or clarification of any item discussed in this policy, please see DT Lead - David Lakey.*



Policy links to articles: 2, 6, 13, 13, 28, 29 & 30.