



Tickhill Estfeld Primary School

Design and Technology Policy

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Introduction

Design and Technology (DT) enables pupils to use their creativity, imagination and practical skills to design, make and evaluate products that solve real-life problems. Through engaging and purposeful learning experiences, pupils develop the knowledge, skills and understanding needed to become confident, resourceful and reflective learners. This policy outlines the school's approach to delivering a broad, balanced and progressive Design and Technology curriculum in line with the National Curriculum (2014).

Aims and Objectives

- Develop creativity, innovation and problem-solving skills.
- Equip pupils with the knowledge and practical skills to design, make and evaluate products.
- Foster an understanding of the role of design and technology in everyday life.
- Encourage pupils to become confident, resourceful and reflective learners.

Through a broad and progressive curriculum, pupils will develop the knowledge, skills and understanding needed to become successful designers, makers and evaluators.

Curriculum Organisation

Design and Technology will be taught across all year groups, ensuring a progressive development of knowledge, skills and understanding. Pupils will undertake a range of Design and Technology projects throughout the academic year, including a food and nutrition unit. In the Early Years Foundation Stage (EYFS), Design and Technology skills will be developed through continuous provision and planned learning opportunities. Lessons will provide opportunities for pupils to design, make and evaluate products, applying their knowledge and developing practical skills through purposeful, hands-on experiences. Learning will be sequenced to build upon prior knowledge and support progression across the key stages.

Teaching and Learning

Design and Technology lessons will provide pupils with opportunities to work independently, collaboratively in groups and as part of a whole class. The organisation of learning will be determined by the intended learning outcomes and the needs of the pupils. Teachers will employ a range of teaching strategies to support and engage pupils, including direct instruction, demonstrations, questioning, discussion, practical activities and independent learning tasks. Practical skills will be taught through a balance of teacher-led modelling and opportunities for pupils to investigate, practise and apply their learning.

Where appropriate, cross-curricular links will be planned to enhance learning, reinforce key knowledge and skills, and enable pupils to make meaningful connections across the curriculum.

The Curriculum

The Design and Technology curriculum has been planned to ensure progression in knowledge, skills and understanding across each key stage. Units of work provide a balanced coverage of the following areas:

- Structures
- Mechanisms
- Textiles
- Cooking and Nutrition
- Electrical Systems (KS2)
- Control (KS2)

Curriculum Content

- Follow an iterative design, make and evaluate process.
- Create products using a range of materials and components.
- Evaluate their own ideas and finished products.
- Investigate and analyse existing products.
- Use design criteria to inform decision-making in Key Stage 1.
- Use annotated sketches, cross-sectional diagrams and exploded diagrams in Key Stage 2.
- Learn about significant individuals and developments within Design and Technology in Key Stage 2.
- Apply computing skills within Design and Technology projects in Key Stage 2.
- Develop knowledge of cooking and nutrition, including healthy eating, food provenance, seasonality and food production.
- Develop cultural capital through learning about careers and the contribution of design and technology to the wider world.

Inclusion and Equal Opportunities

All pupils will have access to a Design and Technology curriculum that meets the requirements of the National Curriculum (2014). Through adaptive teaching and appropriate support, all pupils, including those with SEND and those with higher prior attainment, will be enabled to participate fully, make progress and achieve their potential. The school is committed to providing an inclusive learning environment, ensuring equality of opportunity and appropriate challenge for all pupils.

Assessment, Recording and Reporting

Pupils' attainment and progress in Design and Technology will be assessed through teacher observation, questioning, discussion and the evaluation of practical outcomes. Assessment will be aligned to the National Curriculum objectives and the knowledge and skills taught within each unit. Where written work is completed, it will be marked in accordance with the school's marking and feedback policy. Knowledge organisers will be provided at the beginning of each unit to support learning, reinforce key vocabulary and concepts, and inform ongoing assessment of pupils' understanding.

Monitoring and Evaluation

The implementation and impact of the Design and Technology curriculum will be monitored by the subject leader through:

- Discussions with staff and pupils
- Scrutiny of pupils' work
- Lesson observations and learning walks

Monitoring activities will be used to evaluate the quality of teaching and learning, curriculum implementation and pupil outcomes, and to identify priorities for development.

Legislation and Guidance

This policy is based on the requirements of the National Curriculum (2014) for Design and Technology and reflects the school's commitment to providing a broad, balanced and inclusive curriculum for all pupils. The policy also takes account of the principles of inclusion and equality outlined in the Special Educational Needs and Disability (SEND) Code of Practice (2015) and the Equality Act 2010. In addition, the policy recognises the statutory requirements of the Early Years Foundation Stage (EYFS) Framework.