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ASTON ALL SAINTS C OF E PRIMARY SCHOOL **A School in the Diocese of Sheffield Academy Trust**

Design and Technology Policy

September 2022

Review date: September 2023

Rationale

Design and Technology in our church school is fully inclusive to every child. We provide a broad and balanced curriculum, ensuring the progressive development of knowledge and skills. We want our children to learn how to take risks, become resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world, to participate successfully in an increasingly technological world using the language of design and technology.

Aims

The aims of teaching Design and Technology in our school are:

- Develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world;
- Enable children to talk about how things work and to develop their technical knowledge;
- Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users;
- Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures;
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society;
- Foster enjoyment, satisfaction and purpose in designing and making things;
- Critique, evaluate and test their ideas and products, and the work of others;
- Understand and apply the principles of nutrition and to learn how to cook;
- Understand how key events and individuals in Design and Technology have helped shape the world.

Implementation

To ensure high standards of teaching and learning in Design and Technology, we implement a curriculum that is progressive throughout the whole school. At Aston All Saints, we ensure that Design and Technology is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences and cultural capital. Language

acquisition is at the centre of the subject: not just extending vocabulary, but ensuring the understanding of the language is gained by the pupils through rich, first hand experiences.

Teaching and Learning Overview

Staff in the Foundation Stage follow the Early Years Foundation Stage Framework and Development Matters and offer the children meaningful activities which aid their development in Design and Technology. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through Design and Technology. Children handle equipment and tools effectively, including pencils for writing.

In Key Stages 1 and 2, the Design and Technology curriculum at Aston All Saints Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Design and Technology is delivered as part of a creative curriculum based on skills so that children will be fully engaged in learning. Planning is designed to ensure children know and remember more.

To ensure clarity in the progression of knowledge and skills right through the school, teachers use the Design and Technology substantive knowledge, disciplinary knowledge (skills) and vocabulary progression documents, linking the skills to pupils' interests and exposing them to a range of designers. These documents are aligned with the Essentials Curriculum milestones to ensure small steps in progress and accurate assessment data to inform further subject improvement. The progression documents ensure the curriculum for each year group is covered and that pupils practise skills learnt previously, building on these prior skills, preparing them for their next stage in learning.

We use Project on a Page by the Design and Technology Association (DATA). The basis for this scheme of work is a series of 'project planners' that give scope for teachers to use their creativity and professional judgment, whilst ensuring the quality, integrity and rigour of children's learning. Each planner is accompanied by useful sketches and diagrams in a help sheet format to support teachers when they are delivering the project in the classroom. Also included are suggestions on class organisation, teaching tips and techniques, links to resources and a glossary of technical terminology related to the project.

Assessment

We measure the impact of our curriculum through assessment, recording and monitoring. Children become more confident in analysing their work and giving their opinion on their own and other designs and products. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. Children are involved in peer and self-assessment through lessons. All children in school can speak confidently about their Design and Technology work and their skills.

Assessment of Design and Technology is carried out through marking of any written work; through teacher observation of children during lessons; the progression of skills shown and the

effort in the children's finished designs and products. Statutory judgements of WTS or EXS are reported to parents at the end of each school year. Teachers use National Curriculum expectations and the KSV progression documents to support them in their decision when awarding this assessment.

All year groups gather evidence of work towards the key skills in each year group, for a sample of pupils. This builds a basis for shared moderation, ensuring that work and expectations in each year group are pitched accurately. A cycle of monitoring and evaluation feeds into the 'What?' (policy), 'So what?' (collection of evaluation of evidence through pupil interview, lesson observation, the process of artistic endeavours etc.) and 'Now what?' (action planning, including ongoing continuous professional development).

Reviewed September 2022 by JH

To be reviewed September 2023 by JH