The Reddings Primary and Nursery School
Design and Technology Subject Policy

Subject Statement

"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."

National Curriculum (2013)

Aims

The national curriculum for design and technology (D&T) aims 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.

National Curriculum (2013)

Skills and Knowledge

It is expected that by the end of each key stage, children at The Reddings will know, apply and understand the matter, skills and processes specified in the relevant programme of study. In summary, the subject content for key stages 1 and 2 is as follows:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

This should be done through opportunities to **design, make, evaluate** and **apply technical knowledge.** (These are set out in full in the National Curriculum (2013), and will provide teachers with more detailed requirements for curriculum coverage).

Planning and Progression

The Reddings uses the Design and Technology Association (DATA) Projects on a Page 'scheme of work' in order to deliver the national curriculum requirements. This provides teachers with detailed plans for interesting projects, and presents opportunities for designing, making, evaluating and applying technical knowledge; progression between year groups and across key stages is written in to these. The Projects on a Page are designed to be taught within specified phases: key stage 1 (Y1&2), lower key stage 2 (Y3&4) and upper key stage 2 (Y5&6). Projects have been assigned to each year group by the subject specialist, but if teachers so wish, these can be swapped around **within phases** in order to better fit with the wider curriculum. The projects provide a range of activities and teaching opportunities intended to develop relevant D&T skills and result in a finished product; they can be adapted by teachers if required. There are five projects to be taught across each phase, one of which is food related; this project should be taught in both year groups.

In order for the projects to have the maximum impact, across the academic year, they should be taught as a series of lessons, integrated into the wider curriculum where possible, but taught discretely if necessary. It is unlikely that each of the four areas - designing, making, evaluating and application of technical knowledge, can be given equal weighting **within** each of the three DATA projects taught in each year group; it is therefore important that, at the planning stage, opportunity is specified to teach each of these areas **across** these projects, to ensure the required curriculum coverage. The Projects on a Page documents are centrally stored in the **RMStaff->Subjects->DT->Projects on a Page->Planners PDFs files**

Assessment

Assessment within D&T is predominantly ongoing and formative, and should be carried out by the class teacher in the form of verbal feedback. It should serve as a monitor of learning by helping children to identify their strengths and weaknesses and provide them with areas they need to work on.

In addition, it is a requirement at The Reddings, that teachers assess children individually against each D&T DATA project and learning objective taught, in relation to whether they are working below, at or beyond age related expectations, noting any barriers to learning (RMStaff → Subjects → DT→ End of Year Assessment Sheets). This data is submitted to the subject specialist at the end of each academic year.

Resources

The Reddings is very well resourced in terms of requirements to deliver the D&T curriculum. There is a large stock of centrally stored materials and equipment. These are regularly topped up by the subject specialist, and specific items can be ordered on request, notably consumable resources such as those required in the teaching of the food projects.

Teachers are encouraged to make use of facilities and locations outside school in order to enhance the teaching of D&T.

Monitoring

Monitoring of D&T follows the requirements of the SLT, and might include pupil voice and consideration of displays, photographs and models as evidence of curriculum coverage, progress and attainment. This will be carried out by the subject specialist and will take place over the course of each academic year, being fed back to staff as necessary.

At the end of the academic year, the subject specialist will analyse the teacher submitted year group data in terms of percentages working at different stages, and collate this for the SLT and governors.

Renewal of Policy
This policy should be reviewed every three years. Should key changes occur in the curriculum or with D&T teaching pedagogy, the policy should be reviewed earlier if necessary.