Pudsey Primrose Hill Primary School

A policy for teaching, learning and assessment in Design and Technology.

Introduction – The Curriculum at Pudsey Primrose Hill

At Primrose Hill we understand that the school curriculum comprises all learning and other experiences that our school plans for its pupils. The National Curriculum forms one part of our school curriculum. We have ensured that there is time and space in our school curriculum to go beyond the National Curriculum, as appropriate, to meet the needs of all our pupils. We have planned teaching and learning in school so that our curriculum is knowledge-rich and builds on prior attainment to ensure that we have high expectations of achievement by all children in all subjects.

We believe in providing all our children with a broad range of opportunities and experiences both within and outside school, and our entitlement curriculum - rich with visits out of school, inspirational visitors and collaborative opportunities with other schools in the Owlcotes Multi-Academy Trust - has been developed to ensure that this is possible.

At Primrose Hill we are committed to providing a curriculum that equips our children with the knowledge, skills and experiences for their future. We aim to ensure children have a 'view of the world' outside their local community whilst maintaining a sense of belonging and understanding of where they are from.

Focus weeks are used to encourage whole school learning around a particular theme. EYFS objectives, National Curriculum objectives and other exciting learning is taught throughout these weeks, which culminate in a community event to showcase our learning and provide opportunities to engage with parents. Subject specific 'Super Learning Days' provide additional opportunities for the whole school, from nursery to year 6, to focus together on one particular theme.

Enrichment afternoons in KS2 provide an opportunity for children to work in smaller groups and focus on those aspects of learning that benefit from smaller group teaching. These are reviewed regularly taking account of pupil voice.

The purpose of the Design and Technology policy

This policy outlines the teaching and learning of design and technology. All children will have the opportunity to undertake design and technology throughout their time at Primrose Hill Primary School. This will be structured so as to give a sound basis for further work. Knowledge and Skills progression is a key element of our DT curriculum and planning reflects the progressive nature of DT skills. Children are provided with opportunities to develop and build upon skills taught previously. Our school also provides real opportunities for children to plan, design and make for a real purpose.

Aims

- To prepare pupils to participate in tomorrow's rapidly changing technologies.
- To provide opportunities for all the children to design and make quality products.
- To provide children with the opportunity to explore food and cooking techniques along with healthy eating and environmental issues within food production. (Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to use the basic principles of a healthy and varied diet to prepare dishes)

- To develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tools, materials and components.
- To become creative problem solvers as individuals and members of a team.
- To be able to use computing in conjunction with the Designing and Making process.
- To develop an ability to criticise constructively and evaluate their own products and those of others.
- To help children develop an understanding of the ways people in the past and present have used design to meet their needs. To reflect on and evaluate such techniques, their uses and effects.

Objectives

To achieve our aims we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. The skills and vocabulary that children are taught are progressive throughout school, this is detailed in the skills and vocabulary progression document which also takes account of children's prior knowledge and skills. We give children confidence in their work by providing continual support and encouragement. Children are challenged in their work in a way which develops their expertise. Children are provided with the very best resources possible, while constantly reviewing this provision in the light of curriculum changes, development and budget constraints.

Curriculum and school organisation

Design and technology is a practical subject. When planning teaching and learning in Design Technology we ensure that there is a balance of knowledge and skills, by delivering both the National curriculum objectives and supplementary knowledge and skills applicable to our school context. We teach DT knowledge and skills discretely and through our Curriculum themes, ensuring all children access all areas of the Design Technology National Curriculum.

Expressive Arts and Design in EYFS promotes the development of children's confidence, experience, knowledge and skills across a wide range of media and materials. Developing imaginative thinking, creativity and exploration of colour, shape and form are all areas of focus.

Throughout school, a variety of teaching styles and methods are used as appropriate. These include small group, individual work and the use of enrichment afternoons in Key Stage Two.

To meet the requirements of the National Curriculum it is essential that each child has access to the following Design Technology activities within a year;

- Mechanisms
- Textiles
- Food
- Structures

Design and technology curriculum planning

Design and technology is a foundation subject in the National Curriculum. Our school ensures programmes of study from the National Curriculum are planned and taught. At times our teaching goes beyond the National Curriculum to ensure the curriculum meets the needs of our pupils. Our long-term plans, which are shared on the school web-site, gives an overview of the units of work which each child will be able to access throughout the academic year.

We encourage the children to develop a sense of responsibility by following safe procedures in all DT lessons. Children also learn about health and healthy diets during food technology sessions, and there are clear links to the science curriculum in this aspect.

Planning for Expressive Art and Design in EYFS is linked to enhancements to provision inside and outdoors. These include construction areas, art areas, malleable materials areas and resources which support children in making resources to support their self-initiated play. Strong links with stories and real purposes support children in developing their ideas, reflecting upon and adapting their work.

Assessment

Assessing a child's level of knowledge and skills in DT is a continuous process carried out throughout school. Our methods of assessment include the following as appropriate:

1. Looking at children's recorded work i.e. model, photographs, written work.
2. Individual discussions with children.
3. Listening to children's ideas as they discuss between themselves during learning tasks.
4. Group discussions in both planning and reporting back sessions.
5. Assessing children's skills in Design and Technology.
6. Recording the progress that children make by assessing children's work against the learning objectives for the lesson or series of lessons.

At the end of a unit of work (topic or a series of lessons) teachers make a judgement against National Curriculum expectations and/or knowledge and skills taught. This is recorded by class teachers and shared with the DT subject leader.

Children throughout EYFS are assessed against the Expressive Arts and Design criteria identified in development matters. Judgements against the early learning goals are made by the end of EYFS.

Resources

Our school has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the DT store. Staff who require additional resources should contact the DT leader who will organise purchase of these as appropriate in line with the school improvement plan and budget.

Safety in Design and Technology

The safety of the children is the responsibility of the member of staff delivering the lessons. All children are made aware of the safe use and correct procedure involved when using tools and equipment and are taught to follow proper procedures for food safety and hygiene. Children are made aware of the need to be careful and to understand that their actions can affect others. Over time, children build up a range of skills when using equipment to reduce unnecessary risk.

DT risk assessments are in place, stored on the school network and DT file. Staff should read and understand these prior to teaching DT lessons. The subject leader is available to offer advice and support as necessary.

Remote Learning.

Any child who is accessing Primrose Hill Remote Learning will receive a broad and balanced curriculum which mirrors that taught in school as much as possible. DT learning will be delivered through Google Classroom if this is on the long term plan to be taught at the time of remote learning. Teachers will also consider whether any of their other topics lend themselves to DT. Teachers will set at least one DT lesson per week that will take 1 hour of learning time.

These tasks may include designing products against specific design criteria which is appropriately matched to the year group specific skills, making their products (dependent on the required physical resources) and evaluating their products against the specific design criteria. All remote learning will provide children with access to high quality resources and materials such as videos and images to support knowledge and understanding. Children will receive feedback on their remote DT learning through Google Classroom. Any child who is accessing remote learning will be included in all whole school, phase or year group events, such as

super learning days, theme weeks or national or local projects. When children return to school, assessments (which may take the form of discussions with the children, reviewing their remote learning and using post topic assessments) will take place and teachers will plan to address any significant elements of missed learning (this might be through a topic day, intervention sessions using the topic knowledge organiser for revisit sessions).

EYFS - Children will be encouraged through a range of open-ended creative tasks which will provide them with opportunities to explore different materials in order to develop their ideas about how to use them and what to make, join different materials in a range of ways and return to and build on their previous learning and ideas.

Monitoring and evaluation of DT throughout the school

The DT subject leader takes an overview of standards and of the quality of teaching in DT. Assessment information is analysed and shared with teachers who evaluate their effectiveness of teaching and plan to address areas of need.

The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The DT subject leader gives the headteacher an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement on the annual action plan.

The application of this DT policy will be monitored by the curriculum leader.