Penshurst CE Primary School	
Design & Technology Policy	
Date of Policy	Academic Year 21/22
Review Date	2022/23

Design and Technology Policy 2021-22

Children design and make 'something' for 'somebody' for 'some purpose'

Intention

Design and Technology gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products.. At Penshurst CE Primary we feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.

Aims *(from the National Curriculum 2014)*

Using the national curriculum for Design and Technology) we aim to ensure that all pupils:

The national curriculum for design and technology 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.

Scope of Design and Technology

D&T education involves two important elements; learning about the designed and made world and how things work.

Children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality, health & safety.

At Penshurst CE Primary we provide three core activities that children engage in as part of the design and technology learning:

- activities which involve investigating and evaluating existing products
- focused tasks in which children develop particular aspects of knowledge and skills
- designing and making activities in which children design and make 'something for somebody' for 'some purpose'

Design and technology at Penshurst CE Primary will allow encourage pupils to

- work collaboratively
- problem solve
- be creative and innovative
- think about sustainability and enterprise

Implementation

As we have mixed aged classes our curriculum is designed to build on the knowledge and skills children have acquired either in the same class or the previous class. We have a 'model' and 'create' element which allows pupils to either learn a skill / gain knowledge or develop their knowledge and add more creative elements to designs.

Impact

We consider accurate and focused assessment as the cornerstone of high quality teaching. It allows learning to be planned and taught accurately as well as meeting the needs of the children and ensuring high levels of expectation and support are maintained.

The culture at Penshurst CE Primary School is one of continually using what we know in order to move on children's learning. This formative assessment happens all the time and may not necessarily be recorded. Teachers and other adults will use the information gathered through formative assessment to address gaps and to provide additional challenge for children as required and appropriate. This is most effective when done immediately and at the point of learning.

In design and technology teachers will assess the skills and knowledge that pupils apply to the following aspects:
- evaluating products
- designing using drawings / diagrams and photographs
- acquiring key skills to a unit of work
- evaluating end products in terms of functionality and aesthetics

Successful Teaching, Learning and Assessment
- Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
- Teaching teams understand that design technology is based on the core principals of designing and making 'something' for 'somebody for 'some purpose'
- Teachers use 'Projects on the Page' from the Design Technology Association as a basis for planning a teaching sequence.
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling all pupils to make good progress and achieve well
- Work is differentiated, demanding and challenging enough for all pupils
- The contribution of Teaching Assistants has a significant positive impact on children's progress
- Children demonstrate the characteristics of effective learning and positive learning behaviours
- Well-being and involvement in learning are high
- Progress over time is very good (in terms of investigating/designing, evaluation and assessment of processes and products)
- Achievement is high overall and ensures that the school meets National Curriculum standards
- High quality of completed work and processes in books highlight a pupil's enthusiasm for the subject.

Pupils with SEND

The curriculum in Design and Technology is adapted to meet the needs of all learners. We provide pupils with additional support either physical or human to access the curriculum. Pupils with SEND have Personalised Plans that provide clear steps as to how the curriculum should be adapted.

Links :

Design and Technology Association

We support and champion design and technology education in schools - D&T Association (data.org.uk)

Projects on the Page

Staff - Design Technology - All Documents (sharepoint.com)

What is primary design and technology? (video)

https://www.data.org.uk/media/3226/are-you-really-teaching-dtv2_x264.mp4