

**Norton CEVC Primary School  
Design and Technology Policy**  
*Learn Believe Achieve*  
*Hand in hand with God and each other*



### **Aims**

The aims of the teaching of design and technology 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.

Link to National Curriculum for DT:

[National Curriculum - Design and technology key stages 1 to 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### **Teaching and learning styles**

Children at Norton CEVC Primary School follow the National Curriculum 2013 and use Kapow for planning, resources and teaching DT across the school.

The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT for different purposes including researching.

### **Planning:**

Planning is in line with the National Curriculum and the identified KPI's for each key stage; these work alongside the Kapow units which provide clear learning intentions and progression of skills for each block and year group. Teachers are able to refer to the previous and future key stage planning documents in order to help planning and progression.

### **Teaching:**

Teaching of DT is largely delivered through cross-curricular subject links and individual DT lessons, these are usually blocked termly.

The requirements of KS1 and KS2 DT will mostly be delivered through Kapow with the opportunity for teachers to be creative and use original ideas whilst ensuring that the spiral curriculum is maintained and each unit (structures, food /cooking, mechanisms and textiles) are met.

An audit of resources is taken on an annual basis to ensure that our DT provision/stock remains appropriate to the latest requirements of the KS1 and KS2 DT programme of study and units being taught.

### **Assessing:**

Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils. A sample of evidence from each stage of the producing unit of DT (design, make, evaluate) is uploaded to 'Seesaw' across each year group, this includes the date, learning intention of the lesson, example of pupils work and possibly

pupils discussing their work (Seesaw is an online platform which all staff have access to). This helps the subject lead monitor and assess DT across the school.

Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit of teaching. The class teacher is responsible for assessing the children against the KPI's listed on Insight, this is to be updated as and when the unit is covered. The KPI's link directly to the national curriculum and each objective links to the learning intentions for each Kapow unit.

### **Early Years Foundation Stage**

Children follow the Early Years Foundation Stage Curriculum.

We encourage the development of skills; knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Early Years Foundation Stage, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

### **Key Stages 1 and 2**

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

### **Resources**

Clearly structured and progressive Design and Technology lesson plans for Reception are available on Kapow. This includes teacher guidance to develop subject knowledge and to support classes as they become young designers. Classrooms have a range of basic resources, with the more specialised equipment being kept elsewhere.

### **Design and technology curriculum planning**

Our school uses the National Curriculum 2013 as the basis for its curriculum planning in design and technology and use Kapow alongside this statutory guidance. We carry out the curriculum planning in design and technology using a long-term overview, and the plans provided by Kapow. The long-term overview maps out the units covered in each term during each year group. We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding. Using both Kapow and some of our own ideas, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

### **Equal opportunity**

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. DT forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that match the needs of children with SEN while providing supported challenge.

### **Assessment and recording**

Teachers assess children's work in design and technology by making formative assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives and key performance indicators (KPIs) for their lessons. Evidence of this learning is recorded on Seesaw for designing, making and evaluating by each year group.

### **Health and safety**

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene.

### **SMSC**

Design and Technology allows the children to express themselves through creative thinking and risk taking, providing them with opportunities to ask questions such as 'how?', 'why?' and 'where?'. It gives the children a sense of awe and wonder as they learn about the natural world and human achievements.

Our children will learn about the impact of everyday products, encouraging them to reflect on the amazing inventions that have been brought to us throughout history, from different cultures, to help improve our life.

DT supports the self-belief of the children as it provides opportunities to work as an individual and as a team, sharing ideas, equipment and feedback. We offer support to one and other and celebrate each other's achievements.

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of design and technology.

This policy will be reviewed every two years.

Grace Diggins  
September 2024