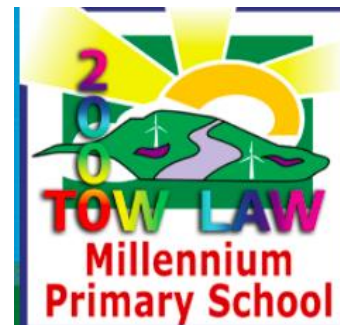


# ***Tow Law Millennium Primary School Design and Technology Policy***



## **1. Intent**

At Tow Law Millennium Primary School, we believe Design and Technology to be an inspiring and practical subject that will help prepare our children to deal with tomorrow's rapidly changing world. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. Pupils at our school often have a limited understanding of overall health and nutrition and we strive to address these limitations through ensuring our children understand where food comes from and the importance of a varied and healthy diet. At Tow Law Millennium Primary School, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

## **2. Implementation**

### **a. Curriculum planning**

The teaching and implementation of the Design and Technology Curriculum at Tow Law Millennium Primary School is based on the National Curriculum and is, where possible, linked to topics to ensure a well-structured approach to this creative subject.

As a school, we have chosen to use a published scheme, Kapow Design and Technology, which uses the content from the D&T Association's 'Projects on a Page', to teach the Design Technology Curriculum in Key Stage 1 and 2. The Scheme of Work meets the requirements for the National Curriculum for Design and Technology, and enables our teachers to deliver creative, inspiring and engaging lessons. The scheme also provides for progression in skills and knowledge. The curriculum content covers the following areas:

- Cooking and Nutrition,
- Mechanisms,
- Structures,
- Textiles,

- **Electrical Systems.**

Four strands of the Design and Technology Curriculum run through each unit (Design, Make, Evaluate and Technical Knowledge) and the fifth strand, Cooking and Nutrition is a standalone unit each year. Where possible, links are made with other curriculum subjects, as these will often lend 'purpose' and 'user' for the products which pupils will design and make. A two-year rolling programme ensures that all pupils are taught the full entitlement of Design and Technology within our mixed age class structure.

We teach the Kapow Scheme of Work for Design and Technology for Key Stage 1 and 2 in a block of lessons each term. Teaching Design and Technology in blocks at Key Stage 1 and 2, allows the curriculum to be studied in depth; pupils will have time to complete longer pieces of work over the course of a block rather than in short weekly sessions.

We plan the topics in design and technology so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

## **b. Resources**

There are a 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 design and technology store.

## **c. Foundation Stage**

In EYFS pupils are taught design and technology skills within the specific areas of Understanding the World and Expressive Arts and Design. Our pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. There are always opportunities for children to engage in exploring different media and materials to express their own ideas, learning about media and materials in original ways, thinking about the form, function and purpose, making plans and constructing with a purpose in mind, selecting appropriate resources for a product and adapting their work where necessary, as well as developing skills using simple tools and adhering to good health and hygiene routines when cooking and preparing food.

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. Children are encouraged to build with a wide range of objects, selecting appropriate resources and adapting their work where necessary.

#### **d. Health and Safety**

All teaching staff have completed an online course in Food Safety and Hygiene training and received accredited certificates which are renewed every 3 years. We teach children to follow proper procedures for food safety and hygiene. We also teach children to use tools correctly, safely and appropriately for the task in hand and to store tools and equipment safely at the end of a task.

#### **e. Teaching Design and Technology to Children with extra needs.**

At Tow Law Millennium Primary School, we see teaching and learning as being founded on the principles of opportunity for achievement and excellence for all. In accordance with our school ethos, we support the development of the whole child whilst valuing and celebrating all the special abilities displayed by children.

We teach design and technology to all children, whatever their ability. Design and technology also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of all children.

We believe that some pupils may have exceptional special abilities and talents and that monitoring these is our responsibility. The more able pupil has particular needs because they demonstrate an exceptionally higher level of ability when compared to pupils of the same age in one or more curriculum areas. Work in design and technology also considers the outcomes set for individual children in their Support Plans where appropriate.

### **3. Impact**

#### **a. Assessing and Recording**

We assess children's work in D&T by making informal judgements as we observe them during each D&T lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, following our marking policy. We record attainment by annotating medium term plans. We then make an overall judgement of emerging, developing or secure within that unit of work which is recorded on the tracking sheet at the end of each term. We use interim quizzes and end of units assessments to support our judgements.

#### **b. 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, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The design and technology subject leader reviews evidence of the children's work and may undertake lesson observations of design and technology teaching across the school.

**Signed: H. Dobson**

**Date: Summer 2023**

**Policy to be reviewed: Summer 2025**