Design and Technology Policy

Date	1st January 2023
Approved by	J Padgett
Review date	31st December 2026

The school prides itself on promoting a sense of community, where each individual feels happy, safe and cared for. A holistic approach to education in its widest sense is at the forefront of our practice.

Children are determined and resilient learners whose curiosity and passion drive their enjoyment and their ability to lead their own learning. Attainment and progress are excellent and children take pride in their work. The staff and governors at Cockburn Haigh Road Academy are committed to delivering a rich and broad curriculum.
(taken from the school vision)

At Cockburn Haigh Road Academy, we have worked to create a curriculum for Design and Technology that engages and inspires children to express their individual creativity and to produce their own pieces of work using the skills and knowledge acquired during taught lessons.

Design and Technology education involves two important elements; learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users. Through well planned sequences of lessons, children acquire and apply their knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety.

Skills learned in D&T support learning across the curriculum, including in science and maths. The school D&T curriculum develops children's skills through collaborative working and problem-solving, knowledge in design, materials, structures, mechanisms and food technology. Pupils are expected to be creative and innovative and are actively encouraged to think about important issues such as sustainability and enterprise.

Design Technology allows children to combine practical and creative skills with an understanding of aesthetic social and environmental issues. Children are encouraged to reflect and evaluate present and past designs exploring both their potential uses and impact.

<u>Developing the individual is achieved through:</u>

- Encouraging them to explain what they like or dislike in designing and making, in order to develop imaginative thinking
- Engaging children in teaching and learning activities that enthuse, engage and motivate them to learn, and that foster their curiosity and enthusiasm
- Developing children's skills in communication so that they can talk about how things work
- Giving children time and space to draw and model their ideas
- Teaching them to use appropriate tools and techniques for making a product, following healthy and safety guidelines
- Giving pupils and understanding of technological processes products and how items are manufactured
- An ethos of not being afraid to make mistakes, but instead for children to be risk-takers, problem solvers and to develop resilience
- An ordered learning environment where the atmosphere is purposeful and children feel safe
- Fostering enjoyment, satisfaction and purpose in designing and making.
- Strong links between home and school and a commitment by school staff that parents' involvement in their children's learning is recognised, valued and developed

What you will see in the learning environment?

Early Years Foundation Stage (Nursery and Reception classes)

- We follow the guidance in the Development Matters Document and therefore encourage children to develop their skills in the area of Expressive Art and Design.
- We offer children a range of materials, tools, and techniques so that they can develop skills including
- Integrating the development of children's knowledge and understanding of the world to the objectives set out in the Early Years Foundation Stage Curriculum.
- Adults who ask children questions about how things work and explore their understanding of technology
- Availability of a variety of construction kits, materials tools and products for children to handle and use with increasing confidence
- The use of both the indoor and outdoor classrooms to give children the opportunity to explore and use equipment

In Key Stage One (Years One and Two)

- A celebration of Design and Technology projects on display in both the classroom and in communal areas
- During taught units – a display of the progress of the skills and knowledge being taught

What will teachers do to drive attainment and progress?

- Plan for learning in three phases; long term, medium term and short term.
- Long term plans map out the units of work in each term during the key stage or year group.
- Medium term plans detail each unit of work across the days/weeks available to ensure time is well spent and all planned aspects are able to be taught
- Short term (weekly/daily) plans are put together in collaboration by class teachers from parallel classes or groups. They highlight specific learning objectives for each lesson and detail how the lessons are to be taught.
- Individual teachers and classroom support staff adapt planning to suit the needs and abilities of their class.
- Progression is planned for across each lesson, unit of work and the academic year as well as from Nursery to the end of Year Two.
- Use scaffolding and support as appropriate and necessary to support all children to achieve to the best of their ability

How will children be enthused and engaged?

- Outcomes stem from experiential learning which develops deep engagement and understanding, and a working knowledge of the skills and knowledge required to design, make and evaluate products
- Through the availability of high-quality resources that support the development of Design and Technology across a variety of mediums and media by planning exciting hooks (WOW events), trips, workshops and other motivational methods of learning

- Children experience learning through a range of media, formats and activities in order to include all learning styles
- Children have the opportunity to investigate and explore
- New skills are modelled by adults

  Through the use of cross curricular links
- Literacy: D&T contributes to the teaching of literacy by providing valuable opportunities to reinforce literacy skills. It also provides opportunities for non-fiction writing and speaking and listening, which are important for the children to develop their understanding of D&T further. We encourage children to use their reading and writing skills to follow and write instructions and to evaluate their end product.
- Computing: we use ICT to support D&T when appropriate. The children use software to enhance their skills in design and making. The children use ICT to collect information and present their designs through draw and paint programmes
- Personal, Social and Health Curriculum - D&T contributes to the teaching of PSHE, children are encouraged to develop a sense of responsibility in following safe procedures when making things. We also take the opportunity to promote health and cleanliness throughout food technology units. Completing work encourages pupils to be responsible and to set targets to meet deadlines and be able to be part of a team. Evaluation of their own work and other products also links in with the PSHE curriculum.
- Maths - D&T contributes to the teaching of maths by providing valuable opportunities to reinforce what the children learn in maths lessons. This then provides opportunity for them to use their knowledge of shape space and measure as well as their problem solving skills.

What will home – school collaboration look like?

- Children will be encouraged and supported to explore D&T at home and this will be celebrated in the classroom
- Children and parents in EYFS will be invited to 'Stay n Play' events where D&T experiences are included in the offer
- Home learning packs include materials for drawing, colouring and cutting out
- The school shares ideas for holiday events and visits via newsletters and Tapestry

How do we assess in Design and Technology?

Teachers assess children's work in art by making formative assessments as they observe work during lessons. They record the progress that the children make by assessing the child's work against the judgment national curriculum levels of attainment and use this to influence future planning.

Health & Safety

Ongoing requirements for health and safety apply in Design and Technology. We teach children how to follow procedures for handling tools and materials safely as well as introducing them to food safety and hygiene good practice.

How is the Design and Technology curriculum and progress and attainment monitored?

- The monitoring and standards of the children's work and the quality of teaching in D&T is the responsibility of the D&T Coordinator
- The work of the subject coordinator also involves supporting colleagues in the teaching of Design and Technology, and keeping themselves informed about current developments, providing strategic lead and direction for the subject in school.
- The D&T Coordinator will liaise with the head teacher to inform them of strengths and weaknesses and indicate areas for further improvement.
- The D&T Coordinator will be given allocated management time in order to review evidence of the children's work and engage in pupil voice discussions to evaluate children's learning.