

## 1. Introduction

At Priory, our vision for promoting the foundations for a lifelong love of learning ensures that our children have a positive attitude and that classrooms are places where rights are respected and diversity is celebrated. Priory is a Rights Respecting School, and where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. We have developed a broad and balanced enquiry based curriculum to engage pupils, make links across subjects and encourage thinking skills to deepen understanding. Our teachers have strong subject knowledge and they plan effectively, through weaving skills, to deepen knowledge and understanding across the curriculum – this ensures solid coverage and progression in Design and Technology.

## 2. Rationale

Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past Design and Technology, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators. Design and Technology is linked to home life through displays throughout school, activities to complete at the home, suggested community links (visiting museums, theatres etc.) via subject champion tasks and through dojo. Parent workshops are also used to instil a love of design and technology. Design and Technology is taught discretely but makes cross-curricular links throughout topics.

## 3. Aims and Objectives

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
- To enable children to talk about how things work, and to draw and model their ideas.
- To develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding.
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- Use and explore a range of materials, resources and equipment.
- To explore attitudes towards the made world and how we live and work within it.
- To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- Use the internet to explore ideas and already made products.
- To foster enjoyment, satisfaction and purpose in designing and making.

## 4. Teaching and Learning

At Priory we use 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.

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.

## 5. Assessment

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age related expectations in line with the Rising Stars New Curriculum objectives. This will incorporate the Chris Quigley 'BAD' terminology:

**Basic:** understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

**Advancing:** more independent application, can explain, use or summarise understanding

**Deep:** have a full understanding and can apply independently in different contexts/ solve problems/ justify and reason/ etc.

We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's achievement of every learning objective taught is recorded using Arbor. When a number of objectives have been assessed, Arbor will award a best level from 'BAD' based on all assessments. This is then agreed or amended by the class teacher based on the knowledge of the pupil. This system is used to identify any gaps in achievement for individual pupils and classes.

We assess the children's work in Design and Technology whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. This method of recording also enables the teacher to make a termly assessment of progress for each child, to be used as part of the child's annual report to parents. The subject leader is responsible for tracking monitoring and assessing on class room monitor.

The Design and Technology and Art subject leaders keep evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in Design and Technology in each year of the school. Each year group has been given a 'Sketch Book'. The books are to be used as a whole year 'show case', to sample work, skills and children's responses to what they have learnt. This is to be used as a bank of resources to show progression in the skills being taught. In the 'Sketch Book' children can show the design process as a learning journey, starting with their original design, a list of resource which they will require to make their product, photographs of the building process, responses and an evaluation of the finish product.

## 6. 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 design and technology store, which is monitored by Design and Technology and Art leaders. Resources are ordered in conjunction with Art lead and are stored together.

## 7. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. In the EYFS, Design and Technology is not taught exclusively as a subject, but children will be introduced to appropriate technology and use it within their provision and activities. This is mainly based around: Creating with Materials, The Natural World, Listening, Attention and Understanding, Fine Motor Skills and Self-Regulation. Practitioners encourage risky play through access to provision, all of which is risk assessed. Individual tools such as knives, hammers, potato peelers etc., have a risk assessment and this allows children to develop their skill when using tools and develops their understanding of the importance of safety.

Assessment plays an important part in helping practitioners to recognise children's progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on facilitated child-led experiences; allowing children to reflect their own knowledge, and high quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2020) which sets out a pathway of children's development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years lead tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads regarding achievement in the relevant strands. The Early Years lead tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads regarding achievement in the relevant strands.

<p>The Prime areas of development are:</p> <p><b>Personal, social and emotional development</b>                  Self Regulation                  Managing Self                  Building Relationships</p> <p><b>Physical Development</b>                  Fine motor                  Gross Motor</p> <p><b>Communication and language</b>                  Listening and Attention                  Speaking</p>	<p>The Specific areas of development are:</p> <p><b>English</b>                  Comprehension                  Word Reading                  Writing</p> <p><b>Mathematics</b>                  Number                  Numerical pattern</p> <p><b>Understanding the world</b>                  People, Culture and Communities                  The Natural World                  Past and Present</p> <p><b>Expressive arts and design</b>                  Creating with Materials.                  Being Imaginative &amp; Expressive</p>
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## 8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources can be provided. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services.

## 9. Equality

Priory is a caring school that aims to provide a high quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

### **Priory CE Primary School: Policy on Design and Technology**

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

#### **10. Monitoring and Review**

The subject leader is responsible for monitoring the standards in Design and Technology. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

#### **11. Other related policies:**

- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback
- Presentation and Handwriting
- Design and Technology is closely linked with the following policies: art, health and safety and healthy eating. All subject leaders will liaise with other leaders to ensure monitoring; assessment provision is adequate.

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