



## 1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, 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. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

Our curriculum is brought to life through the 'Learning Challenge' enquiry based approach. As according to cognitive scientists nothing has been learnt until it is in your long term memory we focus on ensuring learning sticks. We understand through research, including with our children, what aids long term memory and include these strategies in all our teaching sequences. A focus on key knowledge for every topic and a clear assessment, away from the point of learning, demonstrates the effective implementation and impact of our curriculum.

## 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 instill 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

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. We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

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

**Advancing:** understanding of key knowledge, independent application, can explain, use or summarise understanding

**Deep:** has an exceptional understanding of knowledge and skills (gifted and talented)

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 Arbor.

The Design and Technology and Art subject leader keeps 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.

## **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 the Design and Technology and Art leader.

## **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. We make links across the curriculum and to life wherever possible, as we believe this deepens the children's level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching.

The Revised EYFS (2021) is broken down into areas of development. There are two main sections of the curriculum, the "Prime" areas and the "Specific" areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society.

Aspects of Design and Technology are taught discretely throughout the EYFS curriculum through daily continuous provision activities. There are many opportunities for carrying out Design and Technology-related activities in all areas of learning in the EYFS. These skills are broken down into 'being imaginative' which is embedded through our learning environment and through the facilitator, and 'exploring using media and materials' which is planned into our daily timetable and includes learning to use tools independently. The environment allows children to develop their Design and Technology skills through continuous provision. In addition to this, children access a woodwork area where they are taught to use and handle specific tools with a design idea in mind. In Reception, children can develop their fine motor skills through the prime area of Physical Development so that they can use a range of tools competently, safely and confidently. Nursery children are given the opportunity to develop their fine motor skills through access to one-handed tools and equipment. Practitioners encourage and prompt the children to choose the right resources to carry out their own plan.

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 (2021) 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 provides a baseline of attainment, monitors progress and provides end of year assessment. This assessment is subsequently reported to the Local Authority. It tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads, regarding achievement in the relevant strands.

The curriculum of the Early Years underpins all future learning by supporting, fostering, promoting and developing children`s skills in the following areas:

| PRIME AREAS  | SPECIFIC AREAS   |
|--|--|
| <p><b>Personal, social and emotional development</b></p> <ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Managing Self</li> <li>• Building Relationships</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Gross Motor Skills</li> <li>• Fine Motor Skills</li> </ul> <p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> <li>• Speaking</li> </ul> | <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word Reading</li> <li>• Writing</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical pattern</li> </ul> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• People, Culture and Communities</li> <li>• The Natural World</li> <li>• Past and Present</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Creating with Materials.</li> <li>• Being Imaginative &amp; Expressive</li> </ul> |

## 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 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
- 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.

Policy Author: Jasmine Weatherall

Date of Review: February 2025