



Chapel End Primary School
Design Technology policy

'Mission Statement.'

**We aim to provide our children
with the highest possible standard
of education, through quality
teaching and learning, in a happy
caring environment.**

**We will do the best WE can to enable our children to do the
best THEY can.**

This policy was approved by:	Full Governors
Date	Summer 2021
Review Date	2023

Intent

Design Technology **Intent Statement**

Our Design and Technology curriculum is designed to stimulate the curiosity of our children. We aim to give opportunities for our pupils to ask question, research and explore existing products and use iterative thinking during their design and making process. Our approach to teaching and learning encourages the development of every child's independence and resilience. We endeavor that our pupils will learn from their mistakes and improve their abilities through evaluating what went wrong. We aspire to give our children the skills, knowledge and vocabulary that they can build upon in secondary school and in engineering-based professions in the future.

We will do the best WE can to enable our children to do the best THEY can.

Aims and objectives:

The aims and objectives of learning history in primary school are to:

- 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.

Implementation

The Curriculum

- At Chapel End Primary School, we use a Curriculum overview constructed from National Curriculum objectives to ensure topics are curriculum compliant and delivered in an organised and progressive order from Year 1 to Year 6.
- Knowledge, skills and vocabulary are planned across Years 1 to 6 to ensure that there is effective progression, challenge and differentiation.
- Children will cover the main themes of structures, food, textiles, mechanisms and electrical systems in a systematic and planned approach which ensures that they can use and apply exiting knowledge, vocabulary and skills.
- The design of the curriculum allows for effective links with other subjects, particularly history, geography, science and PSHE.

Organisation

- Design Technology takes place every other half term in rotation with Art.
- When a design technology unit is being covered it is taught in a blocked approach during a DT focus week.
- Children record their learning in their engineers portfolio which follows them from Year 1 to Year 6.
- Each unit of work begins with a recap of units which have been completed by the children in previous years. Year one children refer back to physical development work along with other work in the EYFS curriculum in which they applied fundamental design technology skills.
- Units of work are structured in a specific way so that children can consider the purpose and audience of their product.
- Children are given a design brief to adhere to and opportunities to research existing products and learn new skills during focused practical tasks.
- When making their products, children are encouraged to use iterative thinking and adapt their designs to overcome barriers.
- On completion of their product, children evaluate and analyse their outcomes and consider the barriers that they encountered during the making process. Opportunities are given for children to

suggest how they would approach their design or making process in the future so that better or more efficient outcomes can be achieved.

Planning

- Teachers plan units of work using the curriculum overview as a guide
- Teachers use materials from the Design Technology Association to support their planning and preparation of units of work.
- Basic skills are incorporated into lessons but do not override the design and technology focus of any session.
- Resources are purchased annually so that each unit of work can be completed in line with the curriculum overview.
- Staff choose which activities best suit the needs of their class. They also choose the level of support individuals may need.

Teaching and Learning

- Lessons are delivered in a way to stimulate children's curiosity and to encourage them to work independently.
- Planning lessons must contain opportunities for children to consider the purpose and audience for their product.
- Pupils are encouraged to ask questions and research existing products.
- Lessons will give children opportunities to try skills independently and use iterative thinking. Support is provided by teachers in the way of prompt questions.
- Lessons will develop children's ability to analyse and evaluate their own completed work and ability to make it.

Assessment and feedback

- Children's attainment and progress is assessed in each lesson.
- They will be assessed on:
 - planning in line with a brief.
 - Research
 - Focus practical tasks
 - Making
 - Evaluating

- Teachers will record their judgements on the school' internal tracking system

Monitoring

- Progress and achievement in design technology will be monitored in the following ways:
 - Autumn Term: engineer portfolio reviews and data analysis
 - Spring Term: engineer portfolio reviews, data analysis and pupil interviews
 - Summer Term: Engineer portfolio review and data analysis

Roles and responsibilities

Pupils

- It is the role of every pupil to engage with every lesson and '*DO THE BEST THEY CAN*'
- Children are responsible for presenting work to the highest standards possible.
- Children are responsible for responding to teacher feedback.
- Children should try to use iterative thinking during their projects and use high levels of independence.

Teachers

- Use the wealth of resources, including those online to challenge their current class.
- Continue develop and broaden their own subject knowledge.
- Deliver lessons that are fun and offer a wide range of teaching and learning approaches tailored to specific areas of the design/ make process.
- Provide children with opportunities to develop their speaking and listening skills.
- Assess work and provide feedback that supports the development of learning.
- Review engineer portfolios to ascertain the attainment and progress of each child within their class.
- Seek out CPD opportunities to improve their own subject knowledge.

- Report back to the co-ordinator, particularly regarding the need for additional resources.
- Subject Leader
 - Create a subject intent statement with the staff.
 - Write the DT policy and update it every 2 years.
 - Ensure that knowledge, skills and vocabulary are progressive across the Key Stage the school.
 - Ensure that links are made with other curriculum areas.
 - Monitor the progress and attainment of children in DT.
 - Support teaching staff in accelerating the learning of children identified in the monitoring process.
 - Organise enrichment activities linked to DT.
 - Create engineer templates for each unit of work.
 - Report to Governors regarding the teaching and learning of DT at Chapel End Primary School.
 - Use a yearly budget for DT to ensure that resources are in place to allow for the effective delivery of the curriculum.
 - Research new developments in DT and adapt the curriculum accordingly.

Headteacher

- To ensure that the subject leader is undertaking their duties.
- To monitor attainment and progress and use this to plan the overall direction of the subject with the subject leader.
- To provide the subject leader with CPD to ensure that they are capable in their role.

Governors

- Receive annual reviews relating to the subject from the subject leader.
- Monitor that the Headteacher and subject leader are carrying out their duties effectively.

Impact

By completing the DT curriculum at Chapel End Primary School children will have developed:

- The fundamental skills in learning about the designing, making and evaluating, which will help them as they move into secondary education.
- Confidence when using speaking and listening skills.
- Independence and resilience.
- A curiosity of existing products and the ability to **ask** relevant questions
- Research skills to **answer** how questions.
- A knowledge engineering in the local area and the impact it has today.