

DT Policy  
June 2022 update

**National Curriculum Aims:**

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The national curriculum for design and technology aims to ensure that all pupils:

- 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.

Intent	<p>At Abbey Meads, we recognise the importance of D and T as an inspiring, rigorous and practical subject. We intend to provide a curriculum which enables children to use their creativity and imagination to design and make products that solve real and relevant problems. We will inspire the children to do this in a variety of contexts, considering their own and others' needs, wants and values. We aim to equip children with a broad range of subject knowledge and link this knowledge to their maths, science, computing and art lessons. At Abbey Meads, we will teach children that taking risks enables them to have positive learning experiences. They will become resourceful, innovative, enterprising and capable in their school life, and later on in their working life. The children will be taught to develop a critical understanding of how design, both past and present, can impact daily life and the wider world. We hope to inspire the children to find out about areas of D and T which they may choose to work with in later in life. Our work on cooking and nutrition aims to give children the basic skills they need to prepare snacks and small meals. By the end of KS1, children will be able to prepare a variety of cold snacks. By the end of Y4 they will be able to prepare a packed lunch and, by the end of Y6, a simple hot meal.</p>
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Implementation	<p><b>Scheme of work</b></p> <p>The school has a scheme of work, taken from the National Curriculum. It states what areas need to be covered, but teachers decide the order in which they are taught and the context for the teaching. Flexibility in the order in which units are taught ensures that children will have developed skills in science and computing to support their DT work. The scheme of work is supported by a progression of skills, which ensures there is progression across the school. The school has access to the D and T association planning materials and these can be used to support planning, but it is not followed as a scheme.</p>
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	<p><b>Planning</b></p> <p>Yearly overviews show which units will be taught in which terms and teachers break these units down into lessons on medium term plans. The progression of skills guides lessons to ensure children build on prior learning across the school. Medium term plans highlight how individuals/groups will be supported to ensure all children can access the DT curriculum. Planning identifies a clear purpose for the project. The D and T association 'Projects on a Page' can be used to support planning within a unit.</p>
	<p><b>Teaching</b></p> <p>Children all have three DT units of work a year; all of these involve designing, making and evaluating. Each year group has a cooking and nutrition unit because we know the importance of children having basic cookery skills as a skill for life and with having a secure knowledge of eating healthily. All units will follow the design, make and evaluate process, but teachers ensure the progression of skills for these parts of the unit are carefully planned for. Children will be taught how to research and evaluate current products, before coming up with their own ideas. They will draw on their research in their design work and be given time to experiment and work with a variety of tools and materials to develop skills before making their final products. Children are given real and purposeful contexts for their learning, which include the home, school, gardens, the local community, leisure, culture, industry and the wider environment.</p>
	<p><b>Assessment</b></p> <p>Teachers use formative and summative assessments to direct next steps in learning and provide targeted intervention where necessary. During lessons, teachers use questioning to guide lessons, support and challenge. Teachers complete end of unit assessments to monitor the attainment of the whole class. These can be used to guide future planning or to build in extra sessions for specific skills. These end of unit assessments also provide information to the subject leader about attainment in DT across the school.</p>
	<p><b>Cross curricular</b></p> <p>Many DT units involve maths skills. This might be through measuring or interpreting data from charts and tables. Science is another key subject that DT links with. The electrical systems units are planned into Y4 and Y6, ensuring they have developed the science knowledge before using and applying it to their DT work. Computing is another key link with D and T, especially in the programming strand. The food technology work links closely to units in science and PSHE.</p>
	<p><b>Home - School learning</b></p> <p>All parents are informed of the DT units that are being covered in the term on the termly topic web and letter.</p>
	<p><b>Monitoring</b></p> <p>The subject leader monitors the subject across the school. They follow the school monitoring schedule to evaluate the effectiveness of teaching and learning in DT. Across the year, pupil voice, planning audits, book looks and learning walks will take place and the outcomes of this work are fed back to staff and SMT. Where necessary, further monitoring and support will take place outside of the planned work. The subject leader looks at the class assessment documents at the end of the year to put this information together with the information from the subject monitoring during the year.</p>

<b>Impact</b>	<p><b>Pupil/Parent/Staff voice</b></p> <p>Children talk enthusiastically about their D and T learning. They talk about projects they have completed and are clear about the process and outcome that they have worked through. Children are able to talk about some of the skills they have developed and tools that they have used. Staff understand the progression of skills and feel well equipped to use this in their D and T lessons. Staff use the subject coordinator to support them with planning.</p>
	<p><b>Data</b></p> <p>End of unit assessments show that children are working at the appropriate standard with D and T. These assessments also highlight children working above the expected standard. Learning walks and book looks support these assessments to build an accurate picture of the level of D and T teaching and learning across the school.</p>

	<b>Book looks</b>
	Book looks show a high standard of D and T and a broad and balanced curriculum. Children can talk confidently about the different stages of the D and T process. Books show different stages of the D and T process and cross-curricular links with computing, science and maths.
	<b>Planning audits</b>
	All planning meets the requirements of the NC within a topic based approach. Planning shows clear progression, using the school progression of skills document.
	<b>Learning walks</b>
	Children are engaged in their learning and show enthusiasm for D and T. Lessons show they are part of a build up of skills and fit into the school's progression of skills document.