Appleton Wiske Community Primary School
Design and Technology Policy

Intent

Our design and technology curriculum aims to inspire our pupils to be practical, creative and imaginative whilst learning how to take risks and be resourceful. We equip our pupils with the knowledge and skills to design, make and evaluate products whilst developing a critical understanding of the impact of design and technology on daily life and the wider world. At our school, pupils will:

- Engage in a range of design and technology activities which allow them to participate successfully in an increasingly technological world
- Develop the creative, technical and practical expertise needed to control materials and tools, and perform tasks confidently such as cutting, shaping, joining and finishing
- Design and make prototypes and products for a range of purposes and users
- Investigate and evaluate their own and other people's ideas and products
- Develop their technical knowledge of structures, mechanisms, electrical systems and computing to control products
- Learn how to cook and apply the principles of nutrition and healthy eating to their own lives

Implementation

In planning the DT curriculum, the school's context has been carefully considered so that learning has real purpose and provides our pupils with the necessary skills and technical knowledge to create products for different uses. The EYFS Curriculum for Expressive Arts and Design is taught in a variety of ways through adult-led, adult-supported and child-initiated learning in well-resourced areas of provision. Pupils are taught the knowledge and skills for 'Exploring Media and Materials' and 'Being Imaginative' using a thematic approach which ensures progression as pupils move from EYFS to Key Stage 1. In Key Stage 1 and Key Stage 2, the school's long term plan maps out the five areas of DT (design, make, evaluate, technical knowledge, food and nutrition), ensuring appropriate coverage over a 2-year cycle which is well-sequenced with clear progression of knowledge and skills. In Key Stage 1, pupils design products for themselves and other users; communicate ideas through talking, drawing, templates and mock-ups; use a range of tools and equipment to perform practical tasks; use a range of materials and components; explore and evaluate a range of products; build structures, exploring how they can be improved; use mechanisms such as levers, sliders, wheels and axles; use the basic principles of a healthy diet to prepare dishes; learn where food comes from. In Key Stage 2, pupils design products that are fit for purpose; communicate ideas through discussion, annotated sketches, diagrams, prototypes, pattern pieces and computer-aided design; use a wider range of tools and equipment; use a wider range of materials and components; investigate and analyse a range of products; understand how key events and individuals in DT have helped shape the world; learn how to improve more complex structures; use mechanical and electrical systems; use computing to control products; understand the principles of a healthy diet; prepare and cook dishes using a range of techniques; know where and how ingredients are produced. DT is delivered through discrete lessons focusing on specific skills and knowledge appropriate to each phase of learning, and is taught in a way that complements and enhances other subjects through cross-curricular links.

Assessment:

Pupils are assessed according to the criteria set out in the Early Years Foundation Stage and National Curriculum for Years 1 to 6. In EYFS, regular observations and assessments of learning are recorded using Learning Journeys and the school's Early Years online monitoring system. Pupils are assessed at the end of EYFS using the Early Years outcomes for 'Exploring Media and Materials' and 'Being Imaginative'. In Key Stage 1 and Key Stage 2, the school's Design and Technology Progression Grid is used for planning, tracking and assessment, and provides clear progression through the skills and knowledge needed in each year group. Pupils' design and technology work is recorded in a variety of ways using a range of media, and all pupils have individual books; these contribute towards formative assessment of skills and knowledge. Summative assessment is tracked on the school's electronic tracking system and used to measure pupil progress. Monitoring of the subject is carried out by the Art and Design Leader/Head Teacher.

Impact

Our pupils receive a good quality design and technology curriculum which provides them with regular opportunities to design, make and evaluate products whilst developing their technical knowledge. Progression of knowledge and skills is clearly sequenced and cumulative, ensuring pupils build on prior learning experiences so that they can continue to develop their creativity and practical abilities.

Revised: February 2021   Review date: February 2023

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Name	Position	Signature	Date
Neil Clark	Head Teacher		
Karen Hainsworth	Class Teacher		
Liz Atkinson	Class Teacher		
Bethany Rowling	Class Teacher		
Paula Gudger	HLTA		
Nicki Guyll	HLTA		
Helen Allen	GTA		
Jackie Loverock	GTA		
Sue Stainthorpe	GTA		
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