William Barnes Primary School

Design Technology Policy

Generic INTENT

Vision		Mission
*An inspirational, stimulating and well-resourced environment *A safe and secure school at the heart of the community *Inquiry, independence and enthusiasm for learning	*Preparing all children for life *A high quality professional team *Taking pride in all our achievements *High standards of behaviour	**Where every child counts**

Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.

Preparing Children for Life

We believe that we are preparing children for 21st Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.

Aims and Objectives

At William Barnes Primary School, we believe that children deserve:

- To be set appropriate and stimulating learning challenges
- To be taught well and be given the opportunity to learn in ways that maximise the chances of success
- To be given quality feedback which highlights successes and areas for improvement.
- To have adults working with them to tackle the specific barriers to progress they face.

It is also our aim that :

- Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life.
- Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts.
- Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.

Knowledge and Skills

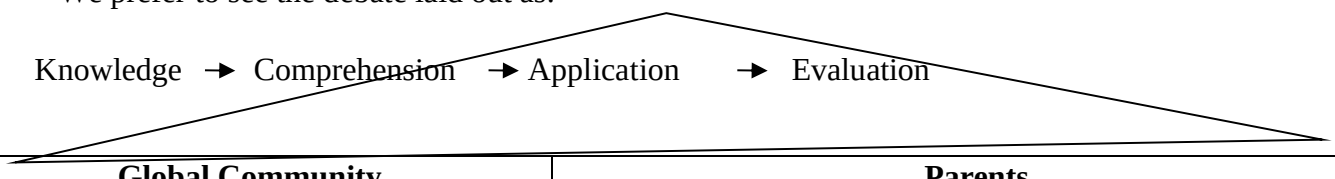
As a school, we believe in the equal relationship between knowledge and skills in our curriculum.

We believe that:

- Knowledge can be declarative (to know that) or Procedural (to know how).
- Both these forms are important and that Declarative knowledge is turned into Procedural knowledge. through action and the act of applying.
- Skills can be Procedural knowledge as a result of the application of Declarative knowledge.
- Skills can be linked to dispositions and behaviours.

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.

We prefer to see the debate laid out as:



Global Community	Parents
We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.	"For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are." (EPPE)

Design Technology INTENT

Vision and Mission

At William Barnes Primary School the Design Technology (DT) policy operates within the wider context of the school vision and mission statement.

Current Practice

Design Technology is a foundation subject in the National Curriculum. This policy outlines the purpose, nature, management and assessment of Design Technology as taught in William Barnes Primary School.

Design 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.

Aims

The national curriculum for design 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.

Objectives

- Children will be taught a range of knowledge and skills in The Early Years Foundation Stage and in both Key stage 1 and Key stage 2.
- Design Technology will be taught through a design, make and evaluate approach. All children will also be taught specific skills in order to improve their technical knowledge and then encouraged to use these within their own work.
- Design Technology also includes the teaching of cooking and nutrition.

OVERVIEW

Design Technology

	Autumn	Spring	Summer
Reception	Wide variety of Design Technology tasks across the whole year, both child and adult initiated.		
Year 1	Explore and use mechanisms in their products (e.g. wheels and axels). ***Emergency Vehicles***	-	Explore and use mechanisms in their products (e.g. levers and sliders). ***Moving Pictures***
Year 2	Sewing using running stitch and blanket stitch. ***Christmas Tree Decorations***	-	Build structures, exploring how they can be made stronger, stiffer and more stable. ***Play Structures***
Year 3	-	Understand and use mechanical systems in their products (pulleys and levers). ***Egyptian Shaduf***	Apply their understanding of how to strengthen, stiffen and reinforce complex structures. ***Carnival Floats***
Year 4		Understand and use electrical systems in their products. ***UK Landmarks***	Use and combine textiles by sewing using different stitches, weave and knit. ***Fabric Pictures***
Year 5	-	Apply their understanding of computing to programme, monitor and control their products. ***Lego Control***	Understand and use mechanical systems in their products (Cams and linkages) ***Toys***
Year 6	Use and combine textiles in a variety of ways. ***Drawstring Bags***	Apply their understanding of how to strengthen, stiffen and reinforce complex structures. ***Easels***	-

Cooking and Nutrition

	Autumn	Spring	Summer
Reception	Wide variety of cooking tasks across the whole year, both adult and child initiated.		
Year 1	Vegetable Soup	Hot Cross Buns Healthy Sandwiches	Potato Latkes
Year 2	Apple and Blackberry crumble	High energy bars for explorers	Healthy Picnic – pasta salad, rice salad, couscous salad, wrap pizzas and fruit kebabs
Year 3	Potato curry & chapatis	Sandwiches Cakes	Healthy burritos with salsa and guacamole
Year 4	Roman Bread and Pottage	Hot Pot & Dorset Apple Cake	Honey Oat cakes
Year 5	Humous	Ladahi dahl & chappatis	Dorset Window Pudding & Crumble
Year 6	Soups from around the world	Flatbread and salsa Hot chilli chocolate drink	Elderflower Cocktails

IMPLEMENTATION

How We Teach

How is Design Technology planned and taught?

1. Long and medium term planning is created by class teachers and overseen by the DT subject leader to ensure progression and coverage of skills across each key stage.

2. Design Technology teaching will be based on teaching skills. Please see appendix 1 for details.

3. The DT subject leader is available to help with ideas for planning (medium or short term), to help with information regarding the location or provision of equipment and methods of recording.

4. Teacher's plan cross curricular links using the Connected Curriculum planning document.

5. Teachers break down the broad learning objectives in the curriculum into smaller, lesson by lesson learning intentions. Success Criteria are then devised for and by the children.

6. Teacher's planning is given to the Headteacher as part of their medium and weekly plans.

7. Staff are encouraged to use a "hands on" practical approach to DT and to block practical work where appropriate, especially during the making stage. This could be as a DT day or a DT week.

Reading/Vocabulary/Oracy

We believe reading to be the very bedrock for learning. Reading development is considered at every learning opportunity and opportunities for developing the reading practice of children and parents are constantly being updated. We are constantly evaluating new and existing strategies for encouraging home reading.
Time is given to vocabulary development within all subjects and children are encouraged to question new vocabulary at any opportunity. As stated before, we run our own Oracy Project, which supports the catch up process for young children with a vocabulary gap.

Support

There are regular staff meetings for the DT subject leader to update staff.
The PTFA support the purchase of consumable resources needed for the teaching of DT, including ingredients for cooking and nutrition sessions.

Parents

At William Barnes Primary School, we believe that parents and teachers working together is highly beneficial to long term quality learning.
Parents are invited to join in with DT activities during Family Learning Weeks when appropriate e.g. Year 2 invite parents to join them for their healthy picnic during the summer term.

IMPACT

Assessment

Summative assessment

Work from throughout Reception in all seven areas of learning is used to create each child's end of EYFS profile. There are many design technology based skills which contribute towards the following areas of learning:
Physical Development,
Understanding of the World,
Expressive arts and design.

Staff in Year 1-6 complete an end of unit evaluation to identify which children are working towards, working at or have exceeded the expectations for that particular unit. For Cooking and Nutrition, teachers complete a similar evaluation to show which children are working towards, working at or have exceeded the expectations at the end of each year.
All teachers are required to report on the child's ability and effort made in DT as part of his/her end of school year report.

Formative Assessment

In EYFS, teachers make frequent observations and record these through the online 'tapestry' programme. This is shared with, and can be added to, by parents and carers. These regular observations are linked to specific objectives within the Early Years framework.

Teachers in all classes use AfL strategies to monitor children's progress in lessons and over time. Children may also use peer assessment to support their DT work both during and after completing their project.

Multicultural/ Equal Opportunities
In accordance with our equal opportunities policy, all children regardless of race, gender or ability have equal access to the DT curriculum at William Barnes Primary School. Class teachers plan and organise deepening activities for more able children and provide extra support for those who need it.

Resources
The DT equipment is kept in the resources room in labelled boxes. This equipment is audited and restocked regularly by the subject leader. As previously mentioned, the PTFA kindly support the DT curriculum by providing consumable resources including cooking ingredients.
All cooking and nutrition resources are stored in labelled cupboards within the kitchen area next to the school hall. A small store of basic key cooking ingredients are also kept here.

Monitoring
The DT subject leader is responsible for monitoring coverage, continuity and progression in this subject. The head teacher and Senior Leadership Team also monitor the planning and teaching of design technology at regular intervals.

Adopted date: **Reviewed by the FGB**	*28th July 2021* *27th June 2022*
Signature of Headteacher:	*Karen Wrixon*

Signature of Governing body:	*Chris Jones*
Next review date	*Summer 2023*