

Pensby Primary School



Design & Technology Policy

Mrs C Spencer- September 2020

RATIONALE:

Design and Technology prepares children to take part in the development of today's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become independent 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 impact. Design and Technology allows children to become discriminating and informed consumers and potential innovators.

AIMS:

We aim to give our pupils:

- Opportunities to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasing technological world.
- The materials needed to 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.
- The confidence to critique, evaluate and test their ideas and the work of others.
- The skills to cook a variety of food whilst understanding and applying the principals of nutrition.

ORGANISATION & CONTENT OF THE CURRICULUM:

As a school, we have chosen to use an online scheme, "Kapow Primary" designed by a team of subject specialists, to teach the Design and Technology curriculum in Key Stage 1 and 2. The scheme of work enables our teachers to deliver creative, inspiring and engaging lessons and provides for progression in skills and knowledge. The scheme of work meets the requirements of The National Curriculum and where possible links will be made with other areas of the curriculum as these will often lend "purpose" and "user" for the products which children will design and make.

Key Stage 1 and Key Stage 2

The Kapow Primary Scheme of Work for Design and Technology for Key Stage 1 and 2 is taught in a block of lessons. Teaching Design and Technology in blocks allows the curriculum to be studied in depth and pupils will have time to complete longer pieces of work over the course of the block rather than in short weekly sessions.

The overview long term plan for KS1 & KS2 is

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Windmills (S)	Puppets (T)	Moving Story Books (M)	Wheels and Axles (M)	Fruit & Veg Smoothies (F)
Year 2	A Balanced Diet (F)	Pouches (T)	Moving Monsters (M)		Baby Bear's Chair (S)	Ferris Wheels (M)
Year 3	Castles (S)		Pneumatic Toys (M)	Eating Seasonally (F)	Static Electricity (E)	Cushions (T)
Year 4		Torches (E)	Slingshot Cars (M)	Fastenings (T)	Adapting a Recipe (F)	Pavilions (S)
Year 5	Bridges (S)	What Could Be Healthier? (F)	Electronic Cards (E)	Electronic Cards (E)	Pop Up Books (M)	Stuffed Toys (T)
Year 6	Automata Toys (M)	Waistcoats (T)		Steady Hand Games (E)	Playgrounds (S)	Come Dine With Me (F)

INCLUSION & INTEGRATION:

At Pensby Primary School, we are aware that children demonstrate a wide range of abilities and as a result, we seek to provide suitable learning opportunities for all children. Through hands on activities, role play, shared and paired activities, the teaching of Design Technology is a highly inclusive subject and, although the principal aim of the teaching is to develop children's knowledge, skills and understanding, there is also an emphasis on enjoyment. We strive to meet the needs of all children and we take all reasonable steps to achieve this, ensuring that Design and Technology is taught to all children, whatever their ability or individual needs.

In conjunction with Stanley Special School we encourage integration across both schools so that our school communities develop a greater sense of community, one that celebrates diversity and is built upon mutual respect.

LINKS WITH OTHER AREAS OF THE CURRICULUM:

Design and Technology creates contexts for work in English, mathematics, science, art, PSHE and computing. Primary Design and Technology also provides a firm basis for later learning in the subject.

MONITORING:

- The action plan will be reviewed termly and updates presented to the subject Governor;
- Design & Technology monitoring across the school will take place 3 times a year (once per term).
This will include:
 - Pupil interviews
 - Staff interviews
 - Scrutiny of evidence on Seesaw
 - Book scrutiny, display scrutiny when appropriate
 - Pupils' development in Design & Technology is monitored by class teachers as part of our internal assessment systems and noted on Seesaw. Assessments for attainment and progress are recorded on Classroom Monitor once per half term by class teachers.
 - This policy will be reviewed by the Design & Technology subject Leader annually. At every review, the policy will be approved by the Headteacher/Governors.
 - At the end of the academic year a subject leader report will be written and considered by SLT and Governors. The report will measure attainment and progress of pupils.

ASSESSMENT AND RECORDING:

EYFS

Regular observations and assessments of learning are recorded using an online journal (SeeSaw) and contribute to a summative assessment at the end of the EYFS using the Early Years Outcomes.

KS1 and KS2

Formative assessments of pupils' learning are made and assessed through observations and classwork and shared as evidence on SeeSaw. These assessments contribute to a summative judgement at the end of each term against the Design and Technology statements found on Classroom Monitor.