



Halebanks Church of England Primary School

Design and Technology Policy

Curriculum aims and intent

This is our *Statement of Intent* regarding the Design and Technology (DT) curriculum. Our DT curriculum aims to enable learners to think critically, analyse and reflect, in preparation for life outside school and it intends to motivate and engage learners through a range of practical and fun learning experiences. Wherever possible, the curriculum intends to make use of rich experiences and opportunities which maximise local, national and global learning.

Our curriculum...

- offers a balance of challenge and support
- motivates and engages learners and is both exciting and fun
- provides opportunities for learning both within and beyond the classroom
- offers rich experiences and opportunities: local, national and global prepares learners for life beyond school
- enables learners to think critically, analyse and reflect
- develops learners' vocabulary to enable them to articulate their ideas and express their opinions
- enhances pupils' understanding of how to live safely, happily and value themselves and others

Halebanks learners are...

- keen, self-motivated and willing to learn
- ready, hard-working and keen to take an interest in the world around them
- confident and well supported, both at school and at home
- willing to ask for help
- team players
- independent, cooperative and collaborative
- honest and respectful of others' ideas and beliefs
- able to see the value of being 'stuck', and making and learning from mistakes
- determined and resilient
- committed to working for the good of others, the school and the wider community
- keen to give their best

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the [Department for](#)

[Education's Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

National Curriculum: Purpose of Study

The planning and delivery of the DT curriculum is linked closely to the National Curriculum purpose of study as follows:

'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.'

National Curriculum: Aims

The National Curriculum for DT aims to ensure that all pupils are provided with opportunities 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.*

Roles and responsibilities

The Governing Board

The Governing Board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets
- enough teaching time is provided for pupils to cover the national curriculum and other statutory requirements
- proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- the school implements the relevant statutory assessment arrangements
- it participates actively in decision-making about the breadth and balance of the curriculum
- it fulfils its role in processes to disapply pupils from all or part of the national curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- the school's procedures for assessment meet all legal requirements
- the Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

Staff

- Staff will ensure that the curriculum is implemented in accordance with this policy
- The subject leader will organise materials and resources to ensure staff can deliver the curriculum effectively and fully. They will monitor and support staff
- Class teachers will follow the long-term plans and ensure the curriculum is implemented in accordance with this policy

Organisation and Planning

At the current time, the DT curriculum is delivered by class teachers in the EYFS, Key Stage 1 and Key Stage 2. It is taught through a project approach and is organised following a two-year rolling programme, with the exception of EYFS, which follows an annual programme. Following the Cornerstone's Maestro Curriculum, the DT projects are well sequenced to provide a coherent subject scheme that develops children's designing, planning, making and evaluating skills from EYFS through to Year 6. Each project is based around a design and technology subject focus of structures, mechanisms, cooking and nutrition or textiles. The design and technology curriculum's electronic systems and IT monitoring and control elements are explicitly taught in our science projects to ensure the links between the subjects are highlighted. Where possible, meaningful links to other areas of the curriculum have been made. For example, the cooking and nutrition project Eat the Seasons is taught alongside the geography project Sow, Grow and Farm. All the projects follow a structure where children are introduced to key concepts and build up knowledge and skills over time, using a more comprehensive range of equipment and building, cutting, joining, finishing and cooking techniques as they progress through school. All projects contain focused, practical tasks in the Develop stage to help children gain the knowledge and skills needed to complete their Innovate tasks independently. Throughout Key Stages 1 and 2, children build up their knowledge and understanding of the iterative design process. They design, make, test and evaluate their products to match specific design criteria and ensure they fit their purpose. Throughout the projects, children are taught to work hygienically and safely.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able pupils
- pupils with low prior attainment
- pupils from disadvantaged backgrounds
- pupils with SEND
- pupils with English as an additional language (EAL)

Teachers will adapt and enhance lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through committee meetings, school visits and meetings with subject leaders.

Subject leaders monitor the way their subject is taught throughout the school by engaging with the school's monitoring programme. This includes reviewing curriculum plans, learning walks, work sampling/scrutiny and capturing pupil voice. The subject leader also has a responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the subject leader. At every review, the policy will be shared with the full Governing Board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives

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