



Abacus Primary School

Design and Technology Policy

Written by: Miss K Hodkin

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Future Review date: December 2024

Intent:

At Abacus Primary School, we want children in Design and Technology to become curious about products, be creative and develop understanding of cooking & nutrition. We help them to achieve this by providing inspiring, challenging and practical lessons covering a wide range of skills and topics.

Curriculum Drivers

Communication

In Design and Technology, we develop our communication skills by discussing established products e.g. taste testing food and picture mood boards. Children are encouraged to share their technical skills with their peers as part of collaborative learning. Discussion opportunities are also given during the planning and evaluation process.

Engagement

Design and Technology is an inspiring and largely practical subject. We use hooks to develop curiosity and allow children to explore products and skills. Children are given new and exciting experiences such as using new resources and applying new skills to create products.

Independence

In Design and Technology, staff model the correct use of tools, resources and technical knowledge so that children can be independent learners. The children are given opportunities to apply and develop their prior and new knowledge to create a product.

Wellbeing

In Design and Technology, children are taught to develop a sense of pride in their own achievements and the achievements of others. Children will feel confident as they develop their skills and self-worth. By using hooks and reviewing established products, children are given aspirations to what can be achieved and can set their own goals.

Implementation:

The purpose of this policy

This policy is written to guide and support class teachers with the planning and teaching of Design and Technology (D&T). The policy outlines statutory expectations from the EYFS Framework and the National Curriculum (NC).

Roles and responsibilities

Subject leader:

- Take the lead in ensuring that continuity and progression are achieved throughout the school.
- Support colleagues in planning appropriate work suitable to the unit of D&T being studied and appropriate to pupils.
- Assist colleagues in the delivery of D&T lessons.
- Monitor progress in D&T in conjunction with the assessment leader.
- Support staff development through CPD training and visitor talks.
- Organise resources to ensure that they are sufficient to meet the needs of the curriculum.

Class teachers:

- Plan quality and engaging learning opportunities for all pupils
- Teach the subject regularly to ensure all areas of the D&T curriculum are covered in depth.
- Follow the Curriculum Progression Map for appropriate coverage.
- Create and follow long term plans to show consideration for the skills and objectives.
- Assess children's learning termly using Target Tracker objectives.

Governing Body:

- Allocate an annual budget to cover the cost of replenishing resources.
- Review and agree this policy.

How the subject is taught across the school

Design and Technology is taught termly focusing on a specific focus: Textiles, Construction, Mechanisms, Electronics and Cooking and Nutrition.

Teaching and learning strategies include:

- Enabling pupils' opportunities to research and review existing products as part of the designing process such as food taste testing, mood boards and annotated sketches.
- Modelling the making process which gives pupils chances to apply their technical knowledge.
- Enabling pupils' opportunities to evaluate their products as part of the evaluating process.
- Giving children the opportunity to work in pairs, groups and individually to assist the learning process.
- Enabling pupils' the opportunity to communicate their findings visually, orally and in written form.

Organisation

Foundation Stage

Design and Technology is taught in the EYFS Framework as part of the areas: Expressive Arts and Design & Personal, Social and Emotional Development. See the EYFS Framework for more information on the skills in each area.

By the end of Foundation Stage, children can create projects by using cutting and attaching skills.

Key Stage 1 and 2

Design and Technology in the National Curriculum is separated into 2 sections: *Processes & Cooking and Nutrition*. Processes is further broken down into the subsections: *Design, Make, Evaluate and Technical Knowledge*.

Processes

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in a process of designing, making and evaluating.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

See the National Curriculum and Curriculum Progression Map for more information on the skills in each section.

How the subject is planned for?

Teachers will use the D&T Curriculum Progression Map for Learning Objectives. The Curriculum Progression Map collates National Curriculum objectives and Target Tracker objectives for KS1 and KS2. This will ensure progression and consistency.

- Teachers will use agreed planning formats for foundation subjects.
- Planning a product should cover all the processes: design, make, technical knowledge and evaluation.
- Activities will be differentiated where appropriate and children will be taught according to individual/specific needs.
- Teachers may use established schemes such as Twinkl Plan It and Plan Bee to inform their planning- providing the scheme correlates with the Curriculum Progression Map.
- Where possible, teachers will plan lessons that are cross-curricular.

Inclusion in your subject - what provision is there for SEND pupils?

All children will be given the opportunity to access D&T. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

As D&T is predominantly practical and has an investigative approach, pupils with SEND are more likely to be able to access this subject or even excel in it. Accommodations may need to be considered for individual needs.

See Appendix 1 for guidance on differentiation and information regarding supporting SEND within D&T.

See SEND policy for further information.

Resources

To support the teaching of these processes, the school is equipped with resources for textile, construction, mechanisms and electronics. At present, all hand tools and small consumable items are kept in a technology trolley that can easily be wheeled to each classroom or in storage boxes the Art Cupboard.

The school is equipped with a small purpose built kitchen (referred to as the little kitchen) which is equipped with fridge, oven, hobs and cooking equipment and utensils.

As the manufacturing industry progresses and technology develops, the needs and requirements for teaching D&T in school will change accordingly. It is therefore expected that the resources for Design and Technology will be need to be reviewed and replaced as necessary.

If any resources need replacing, please speak to the D&T leader as soon as possible

Parents/guardians may be asked to contribute a small donation towards the cost of ingredients.

Assessment arrangements.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Pupils learning will be assessed by:

- Evaluating the learning that has taken place in lessons
- Marking work in line with the Marking and Feedback Policy
- Teacher and pupil discussions about understanding
- Reviewing objectives after each term on Target Tracker.

Home school partnership opportunities

Products made in school could be sent home to show learning experiences. However, staff must share a list of ingredients when doing so due to [Natasha's Law](#). Recipes from Cooking and Nutrition could be sent home to facilitate home learning opportunities.

Impact - How will this policy be monitored and reported?

The policy will be monitored to ensure the information is correct and representative of the curriculum and school drivers. Changes will be reported to teaching staff in a written update/ staff meeting.

When it will next be reviewed.

This policy is to be reviewed in December 2024.

Does this policy need to be read in conjunction with any other policy?

- Curriculum Policy
- Assessment Policy
- Marking and Feedback Policy
- SEND Policy
- Equality Policy

SEND and Design Technology

1. Recommended strategies to support differentiation:

a) QFT

- Clear and simple instructions, breaking down longer instructions and giving one at a time.
- Tasks are clearly explained, modelled or scaffolded, and staff check for understanding.
- Key points/instructions are jotted down.
- New learning broken down into small steps.
- Link new learning to what pupil already knows, for example, start a lesson with a class mind-map of what they already know about a subject.
- A list of key vocabulary for a particular topic or lesson is put up and staff teach the meaning of each word.
- Explicit teaching of independent and study working skills is routine. Pupils are encouraged to take charge of their learning and develop strategies that work for them.
- There are opportunities for flexible grouping and pairing, for example by ability and mixed ability, including buddy systems/study buddies.

b) Additional School Intervention and Support

- Teaching approaches involve visual and practical resources.
- Pre-teaching of vocabulary and key concepts is used.
- Increased use of alternative methods where pupils to demonstrate and record their learning,
- Closer differentiation of classroom work activities to the pupil's skill levels takes place.

c) High Needs

- Strategies will be followed from within the child's EHCP or from any specialist advice received.

2. Recommended Assessment Tools, Resources and Interventions:

- Target Tracker assessment
- Word Mats
- Visual prompts and instructions

3. Monitoring SEND

- SEND will be routinely monitored as part of subject monitoring during the academic year.
- The subject leader will use a checklist of recommended strategies above to identify good practice through their observations, climate walks, conversations with pupils and work scrutiny.
- The subject leader will use Target Tracker data (and One Plan data where relevant) to identify progress of SEND pupils in their subject, as well as evidence from exercise books and other sources.