



Peterhouse Church of England Primary Academy

Design and Technology Policy

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Intent

Our vision is for all pupils to be engaged and inspired by design and technology and to learn the skills to enable them to design, create and evaluate their own works of craft and design.

At Peterhouse we want our children to master the design and technology curriculum to such an extent that not only can they make full and effective use of design and technology in their everyday lives, they can pursue careers in this area. We want our pupils to understand the role design and technology plays in their everyday lives and to demonstrate this through finding creative solutions to practical problems. We want our pupils to develop the confidence to take risks through drafting design concepts, modelling and testing, to become reflective learners who evaluate their work and the work of others.

Our design and technology curriculum has been designed to offer chances, widen horizons and break down barriers to learning. Our pupils are likely to have had limited access to design and technology and have a narrower understanding of the world. Therefore our curriculum aims to bring the subject alive in the classroom by using resources that are inspired by real life problems posed through other areas of learning, for example exploring wheels and axels before designing and creating a moving vehicle.

The vision is achieved by:

- A high quality design and technology curriculum developing a range of practical and critical skills
- A clear programme of study which teaches skills progressively
- Providing opportunities for pupils to create their own work, exploring their ideas and recording their experiences
- Providing examples of how design and technology has changed over time, the advances made in everyday, and how the way it contributes to our everyday lives has evolved.

Implementation

At Peterhouse, we follow the Kapow Design and Technology scheme of work, which offers a clear programme of study and enables pupils to meet the National Curriculum end of key stage attainment targets. The scheme gives pupils the opportunity to make their own choices and decisions to create designs, so that their design and technology outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

The scheme of work incorporates four strands which are revisited in every unit:

- Design
- Make
- Evaluate
- Technical Knowledge

The fifth unit, Cooking and Nutrition is specific to the principles, skills and techniques in food design and technology, including where food comes from, diet and seasonality.

The first four strands are covered in every project. Knowledge and skills are taught discretely to allow our learners opportunities to practise and develop their skills whilst solving real life problems. Learning follows a spiral curriculum and key skills are revisited again and again with increasing complexity as children progress through the school. This allows pupils to revise and build on their previous learning.

Design and Technology in Early Years Foundation Stage

Foundation Stage children explore design and technology across within Expressive Art and Design and Understanding the World through a topic based approach. Some skills are taught directly, but children are also provided with daily opportunities to access creative and construction activities through play and exploration of a range of materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate their ideas clearly.

Design and Technology in Key stage 1 and 2

In Key Stages 1 and 2, all classes have a scheduled Design and technology lesson each week every other half term (alternated with Art and Design). In Key Stage 2, pupils are introduced to projects developing skills and knowledge with electrical systems and the digital world. Lessons are always practical in nature and encourage experimental and reflective learning, with Key Stages 1 & 2 pupils using sketchbooks to document their designs and evaluations, and Ipads to capture a record their final creations.

SEND & Inclusion

Our design and technology curriculum ensures that we:

- make **adjustments** and provide **support** to ensure all children are able to access learning and achieve objectives
 - understand that children need to be given opportunities to be able to demonstrate their learning through a variety of outcomes
 - recognise that an inclusive learning environment should benefit all learners, but is a
- Curriculum Overview and Skills Progression**

Our [Curriculum Overview](#) shows which of our units cover each of the National curriculum attainment targets as well as each of the strands.

Our [Combined Long-term](#) Plan for Art & DT shows how we alternate between the subjects each half-term.

Our [Progression of Skills](#) shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Impact

Our children enjoy and value Design and Technology and know why they are doing things, not just how.

Children will understand and appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Progress in Design and Technology is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Design and Technology assessment policy to ensure that progression of skills is taking place, including:

- Looking at pupil's work over time to see the progression they have gained in skills and knowledge
- Observing how well children approach the different elements within their lessons
- Talking to pupils about what they know

The Design and Technology curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the recording of the process leading to them.

Assessment

The curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. These discussions help children to talk about their own learning journey and have an understanding of how to improve. Observations of pupil progress within each lesson are used to plan subsequent teaching, including targeted support and opportunities for working at greater depth. Knowledge organisers are used in each unit to support assessment.

Design and Technology is not the same as other subjects. Although skills are taught incrementally and revisited frequently the nature of the subject means that knowledge cannot be taught in a linear or sequential if we are to value creativity and individuality in the process and outcome. Progress is demonstrated through the use of sketchbooks to record ideas, designs, amendments, evaluations and the development of technical skills. Each child is unique and each sketchbook is unique, as this enables learners to develop their independence and creativity. Pick up a book at Peterhouse C of E Primary Academy, flick through it and you will be able to see ideas developing, skills improving and knowledge being recorded. Pupil voice is another prominent assessment tool that we use both in the EYFS and Key Stages 1 & 2.

After the implementation of Kapow Primary's Design and Technology scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their learning at Key Stage 3 and beyond.

Monitoring

Subject leader monitors provision in Design and Technology through:

- observations and learning walks
- teacher/subject leader discussions
- pupil voice activities
- an annual 'deep dive' in Design and Technology with the senior leadership team

Monitoring activities and an analysis of attainment and progress are used to formulate the subject leader action plan which is updated yearly.