Design and Technology Policy

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A high-quality DT curriculum should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works. As pupils progress they will be able to think critically and develop a more rigorous understanding of DT with an idea of how it reflects and shapes our lives. They will understand how DT can contribute to the culture, creativity and wealth of our nation. Our DT curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences later in life.

Aims

- ensure the progressive development of knowledge and skills (Practical, Theoretical and Discipline based knowledge)

- enable children to observe and record from first-hand experience and from imagination; produce creative work, exploring their ideas and recording their experiences.

- develop the children's competence in controlling materials and tools and becoming proficient in various techniques and processes;

- begin to develop an awareness of the visual and tactile elements; foster enjoyment and appreciation of different mediums of DT

- develop a knowledge of significant people in society and throughout history

- increase critical awareness of the roles and purposes of DT in different times and cultures, and analyse works using the language of design and technology

Curriculum

In EYFS, the children develop their DT skills and knowledge through guided tasks and opportunities in child initiated. These opportunities are available daily, with taught lessons delivered weekly.
Across KS1 and KS2, DT is taught every term, blocked over two weeks' topic lessons. The units are developed by our teachers from the Cornerstones curriculum which closely links to each year group's termly topic. Work is recorded in class floorbooks. These units develop four golden threads within our DT curriculum:

- Mechanisms and movements
- Textiles
- Food
- Structures

EYFS
The EYFS framework is structured differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. However, at Green Park it is of primary importance that pupils develop skills early on so we have identified which early

years outcomes are prerequisite skills for DT within the national curriculum. The most relevant early years outcomes for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design.

Throughout the Early Years, the children are encouraged to explore and experiment with a range of tools and materials. They look at creative elements of the curriculum through particular themes or times or child-initiated play within the provision. Opportunities to investigate with different materials and tools are available both within the classroom along with the outdoor provision. By the end of Early Years children are expected to be able to safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function. Share their creations; explain the process they have used.

KS1

At Key Stage 1, DT is about expanding children's creativity and imagination through providing craft and design activities relating to the children's own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: 'What is it like?' 'What do I think about it?

KS2

At Key Stage 2, DT is about fostering children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children's experiences help them to understand the diverse roles and functions of DT in the world around them.

Cross curricular DT opportunities

Design and Technology will make an important contribution to Art, ICT, Geography, History, English and where possible other links with curriculum subjects will be used.

Opportunities to explore digital design are explored through the use of ICT and are planned for and used appropriately to support teaching and learning.

Assessment and recording

Teachers assess children's work in DT by observing and talking to them during their DT lessons. They assess the progress made by the children against the learning objective set in each of the Cornerstones lessons, which are created in line with the National Curriculum. Verbal feedback and advice should be offered throughout the lessons, both from peers and teaching staff. Post it notes should be used and stuck in floorbooks when

written advice or learning tips are given, DT work should not be marked.

Evidence of work completed should be retained as a working record for the children. In Key Stage One and Key Stage Two, this should be in the form of a floorbook. The DT subject leader keeps photo evidence of the children's work across the school in a Subject Leader file. This demonstrates the progression of knowledge and skills in DT in each year group across the school.

Extra-curricular opportunities

Children in KS2 have the opportunity to join a free lunch time or after school cooking club. Every year at least one whole school DT day is held. The Creative Champions take part in a workshop learning a new skill. These children then become the experts supporting their peers upon returning to class for the whole school task. The work created from this day is then celebrated in a whole school assembly before being displayed in our school Art Gallery.

Health and Safety

Pupils will be taught to use materials, tools and equipment safely. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately as pupils mature. Risk assessments are used for particular tool use (use of knives, drills, saws for example).

Resources

Each class has a termly budget to ensure they have the resources needed for their lessons. The DT cupboard, located in Ruskin, stores DT equipment which is shared across the school as and when it is needed, for example pneumatics, k'nex, cams and gears.

Professional Development

Staff are regularly pointed to useful tools to support their teaching in whole staff meetings and can request further support from the DT Lead if desired.

Role of the Subject Leader

The coordination and planning of the Design and Technology curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in DT and provides a strategic lead and direction for the subject
- discusses progress with the Creativity Team and evaluates strengths and weaknesses in DT resulting from monitoring (drop ins, pupil voice, book looks)
- reviews the success of the Cornerstone's units and reviews evidence of children's work

- arranges external artists to work with different year groups

SEN adaptations

At Green Park we strive to ensure that all children feel a sense of belonging and are given opportunities to rise to the challenge across the curriculum. In DT we are committed to ensuring that all children are encouraged to achieve their full potential through carefully planned content and class support.

SEND Adaptations for Design and Technology	
Cognition and Learning	
Barriers	Provision
Remembering multi step instructions.	• Step by step reminders of key processes using visuals. • Broken down success criteria with clear reminders.
Communication and Interactions	
Barriers	Provision
Understanding the vocabulary and descriptivelanguage used.	• Capitalise on the opportunities to model and teach new vocabulary, e.g. if the material is soft, allow the child to feel it and repeat back the word 'soft'. • Provide key vocabulary for the child to choose from to scaffold their language. • Label equipment with a symbol and word.
Physical and Sensory	
Barriers	Provision
Sensory issues working with certain materials suchas clay. Potential higher noise level/busier classroom duringpractical activities. Accessibility of the equipment. Child's ability to use the equipment safely.	• Use of alternative less messy equipment such as play dough. • Ensure that instructions are not given over a busy classroom so that they can be heard and understood. • Ensure that equipment is stored and put away appropriately to aid access and to avoid trips or hazards for someone visually impaired. • Provide adapted resources such as larger pencils, paintbrushes with appropriate grips, spring loaded scissors. • Ensure that the child is near to the adult so that they can see/hear safety demonstrations. • Allow more time for the use of tools and equipment – child may have their own

	to enable this rather than sharing with others.
Social Emotional and Mental Health	
Barriers	Provision
Less structured lesson format may make it harderfor self-regulation behaviours. Focus and attention on extended pieces of work.	• Clear expectations in advance of the lesson and explanation of what is happening during the lesson. • Time out or movement breaks if needed. • Incorporate alternative tasks to break the activity up into smaller chunks. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.