Wallsend Jubilee Primary School
Design Technology Policy

Updated: September 2024

Design Technology Policy

Intent

At Wallsend Jubilee Primary School, we want every child to be happy and enthusiastic learners of Design and Technology, and to be eager to achieve their very best in order to fulfill their talents. We firmly believe that the recipe for success is high quality first teaching in Design and Technology, which is central to the life of our happy, caring school. We want all of our children 'to be the best that they can be' and embrace their uniqueness at Wallsend Jubilee Primary School. We encourage children to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Our aims are to: fulfill the requirements of the National Curriculum for Design and Technology, provide a broad and balanced curriculum and ensure the progressive development of knowledge and skills, while teaching children to become resourceful, innovative, enterprising and capable citizens through evaluation of past and present Design and Technology. It is our aim to assist children to develop a critical understanding of the impact of Design Technology on daily life and the wider world, and to participate successfully in an increasingly technological world using the language of Design Technology.

This policy sets out the current provision for Design Technology at Wallsend Jubilee primary school, in accordance with the National Curriculum 2014. It will set out the aims and objectives, teaching and learning style, planning, SEND, resources as well as assessment and recording arrangements, monitoring and review and celebration of success at Wallsend Jubilee Primary School.

Implementation

Design and Technology is taught through a topic approach alongside Art, History and Geography. Our Creative Curriculum is carefully planned to engage and excite all our learners. The activities in Design Technology build upon the prior learning of the children. Children in their designing and making will apply knowledge and skills of: textiles, food, mechanisms and structures. Electrical control is included at Key Stage 2. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we have in place a skills progression which ensures continuity and progression so that there is an increasing challenge for the children as they move up through the school. As well as making its own distinctive contribution to the school curriculum, Design and Technology contributes to the wider aims of primary education by making links between all areas of learning.

Impact

Through the teaching of Design and Technology we enable all children to; develop creative, technical and imaginative thinking, whilst developing confidence to participate successfully in an increasingly technological world. Teachers enable children to talk about how things work and to develop their technical knowledge whilst applying a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users. Children are encouraged to select appropriate tools and techniques when making a product, whilst following safe procedures. The curriculum enables children to develop an understanding of technological processes and products, their manufacture and their contribution to our society. The curriculum should provide enjoyment, satisfaction and purpose in designing and making things, whilst providing the skills children need to critique, evaluate and test their ideas and products, and the work of others. As children move through school they should be able to understand and apply the principles of nutrition and

learn how to cook. While finally, understanding how key events and individuals in Design and Technology have helped shape the world.

Teaching and Learning

At Wallsend Jubilee we use a variety of teaching and learning styles in Design Technology lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and creating something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to existing products in the wider world and compare them with good examples of individual performance as models for the other children. Teachers will focus on key vocabulary through the use of widgets and displayed vocabulary to enable children to communicate effectively. They encourage children to self evaluate as well as peer assess, say what they think and feel with justifications for those. We give children the opportunity within lessons to work on their own and collaborate with others on projects. Children also have the opportunity to use a wide range of materials and resources, including computer technology where appropriate.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- through the use of widget vocabulary visual aids, pre teaching, learning and re-learning of key vocabulary to ensure all pupils can access the discussions
- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- at times grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults and/or resources to support the work of individual children or small groups.
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Assessment

Teachers will assess the children's work in Design Technology while observing them working during lessons. They will record the progress made by children against the learning objectives for their lessons. Teachers assess what each child has achieved and then use this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. Summative pre and post assessments are also undertaken at the beginning and end of each Design Technology unit, to show progression throughout the sequence of lessons. Interventions are put in place to support those children not yet mastering the required skills. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future. Evidence for Design Technology will be gathered in a variety of ways, and will be monitored by the Design Technology curriculum leaders. Evidence is recorded in Art/Theme books in the form of children's work and photographic evidence on seesaw to evidence learning/ progression. Whole school evidence is celebrated on the Design Technology display board focusing on the different units for example; structures, mechanisms, cooking and nutrition, textiles, mechanical systems and electrical systems. Pupil and staff voice are regularly undertaken to listen to feedback so that the coordinators can continually assess and adapt the experiences accordingly to ensure the pupils are receiving a good experiences.

Inclusion

As an inclusive school, we teach Design Technology to all children, whatever their ability. Design Technology forms part of the school curriculum policy, to provide a broad and balanced education to all children. Through

teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's needs. We use visual vocabulary aids to enhance our provision through pre teaching/ learning/ relearning of key vocabulary. When progress falls significantly outside the expected range, our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. There are opportunities through lunchtime clubs and/or before/after school clubs, for children to access Design Technology and build upon their learning/ abilities.

Design Technology Planning

Design Technology is a foundation subject in the National Curriculum. At Wallsend Jubilee Primary School we use the National Curriculum 2014 skills as the basis for our curriculum planning ensuring coverage of all the key areas. We carry out the curriculum planning in Design Technology in three phases: long-term, medium-term and short-term. Our long-term plan links with the themes covered in each term during the key stage. Our medium-term plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Class teachers complete plans for each unit of work, linked to thematic studies, focusing upon key vocabulary, engaging all abilities including SEND children with specific learning objectives and outcomes for each lesson. We plan activities to ensure that they build upon the prior learning of the children. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Resources

We have a wide range of resources to support the teaching of Design Technology across the school. Staff are encouraged to plan effectively to use resources and be creative in their application of lessons e.g. using recyclable resources. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the Art and Design cupboard and Invention Shed. Resources are kept organised by the curriculum leaders and a resource audit is carried out to ensure that resources are kept up to date and available to support teaching and learning. Staff are invited to collaborate with ideas for activities alongside any resources they may need.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Design Technology is the responsibility of curriculum leaders. The curriculum leaders are also involved in the monitoring process. The work of the coordinator also involves supporting colleagues in the teaching and planning of Design Technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Celebration of Success

At Wallsend Jubilee we feel it is important that children's success in Design Technology is acknowledged and celebrated appropriately. This will be done through displays in classrooms and around school linked to other subjects/ curriculum days e.g. Families Day (PSHE). The subject coordinators monitor Design Technology displays within school and monitor work on seesaw to evidence the breath of activities.

Health and Safety

Curriculum leaders are responsible for keeping an up to date risk assessment for any Design Technology work carried out, this is shared with the Health and Safety Executive and staff. Staff should ensure that all children are aware of health and safety guidelines regarding the use of Design Technology equipment, tools and

materials. Staff must ensure they have modeled the safe and correct usage of all tools and equipment prior to the children's use and taken into account allergies/ medical needs.

Review Date: September 2025