Eccleston Mere Primary School

Design Technology Policy

Approved by:	V.Atherton / R Mugan
Last reviewed on:	May 2023
Next review due by:	May 2026

<u>Curriculum Vision Statement</u>

At Eccleston Mere Primary School, we recognise that social, moral, spiritual, and cultural development is central to the education of all pupils and as such, permeates the whole curriculum and ethos of the school. Our broad and challenging curriculum is designed to enable children to develop interpersonal skills and become resilient learners who think creatively and critically.

Provision is bespoke to our pupils and evolves according to the ever- changing local, national and global landscape. The aim of our curriculum is to develop pupils, who are well-equipped to take their place in society, as citizens of the future.

<u>We aim to:</u>
- Promote a love of learning.
- Offer memorable learning experiences that are fun and engaging.
- Develop independence, resilience and confidence within our pupils.
- To tailor our curriculum to make use of our locality, taking pride in the achievements of St. Helens and the landscape that surrounds us.
- Enable children to be creative and think differently.
- Prepare citizens who are ready to take on the challenges of the 21st Century.
- Provide expert teaching, set upon a backdrop of our safe, secure learning environment.

Design and Technology describes a way of working in which pupils investigate a new or respond to an opportunity to make or modify something. They use their knowledge and understanding to devise a method or solution, realise it practically and evaluate the end product and any decisions taken during the process. Design and Technology draws on knowledge and skills from many other subjects; in particular it is closely associated with Science and Art, to which it also contributes.

Design and Technology is about identifying needs, generating ideas, planning, making and testing to find the best solutions. Pupils will become aware of the ways in which technology is changing the home, the workplace and lifestyles. They will learn that technology change cannot be reversed. They will begin to understand its enormous power and realise that its use has to be controlled. Technological capability will enable children to cope with a rapidly changing society, and meet the challenges of the 21st century.

<u>Subject Specific Intent Statement</u>

DT Medium Term Plans have been designed to give each year group opportunity to research, plan, make and evaluate at least 3 products throughout the year. One of these projects for each year group is based around food technology. The units have been designed to enable children to learn a range of techniques and skills, and to access a range of tools and materials. They are often delivered in a cross curricular manner, particularly at KS1 and EYFS, where Science, Art and Topic go hand in hand with Design Technology.

We aim 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.

<u>Effective teaching:</u>

<u>EYFS</u>
Effective teaching means being aware that/ ensuring:
- Designing does not necessarily entail drawing.
- Designing can mean using hand gestures, arranging and re-arranging materials and components, talking and listening.
- Designing is usually intuitive.
- The designing and making process is fluid.
- Sometimes practical skills are taught directly.
- Children have frequent opportunities to develop practical skills with a range of materials.
- Children have frequent opportunities to explore construction kits.
- Children have frequent opportunities to explore existing products.
- Activities are appropriate to children's prior experience.
- Context is sometimes set by teacher, sometimes by the children.

<u>KS1 & KS2</u>
Effective teaching means:
- Using existing products to inspire pupils and to support their investigations, testing and analysis.
- Using focused tasks and demonstrations effectively to show pupils different methods of manufacture. using their own work to model ideas, and to explain the methods they used to identify the problem or to tackle a task.
- Using resources effectively and adapting them well to overcome barriers to participation in practical work for pupils who are disabled or have special educational needs.
- Using questioning to encourage classes to contribute to the development of success criteria for design briefs, to prompt pupils to think through the problems they might encounter and to share strategies to solve them.
- Modelling and using technical language and subject-specific terms accurately.
- Structuring learning effectively to encourage the pooling of ideas and findings to support pupils critically evaluating and extending or improving the ideas.
- Ensuring D&T was relevant by linking activity to pupils' interests, establishing real contexts for their work, and building upon their knowledge and skills in other subjects.
- Managing discussions effectively to include all pupils' views and challenged pupils' thinking, particularly about the function of products and the needs of users.
- Ensuring that learning intentions are clear in plans, made good use of available time, offered suitable challenge to all groups of pupils – including the more able – and developing their learning.

<u>How work is evidenced</u>

Finished products that have been created by the children are the main form of evidence. These are often on display in classrooms. Research, design and evaluation pieces are completed in written form in KS2, and at times in Year 1, in a cross-curricular manner. Evidence of written work at KS1 is found in Science and Topic books. Evidence of written work in KS2 is in DT folders. Photographic evidence is stored on the server.

<u>Assessment</u>

Assessment is completed through completion of Foundation Assessment grids, with a grade (WTS/ EXS/ GDS) attributed to each child for each element to be assessed. Children are assessed through written work, observation and discussion.

<u>Marking and Feedback</u>

For DT, marking is largely through verbal feedback to the children, during the process of making their product. Any written work produced is marked in line with marking policy. Photo's may be taken of final products and marking can be in written form if it is felt to be appropriate.

SMSC / Cultural Capital / British Values

- Refection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.
- Exploring dilemmas that individuals may face and developing practical solutions to these problems; working collaboratively to overcome problems or to create a design.
- By asking questions about functionality vs aesthetics.

Learning Environment

DT projects are placed on display in all classrooms when completed. DT work also forms some of the display work in the hall and in other areas around school. Sticky knowledge for DT projects are to be on display in each class.