



## DT Policy

Middlewatch, Swavesey, CB24 4RN

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## Intent

### Intent vision statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### ***School Aims and Aspirations for pupils:***

- 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.

## Implementation

The school's overview Long Term Plan (LTP) and detailed LTP (see separate excel document) tracks the knowledge and skills taught across each year group including early years. This document ensures coverage of all of the skills in the DT assessment criteria. Where changes are required or desired in individual phases, teachers work alongside the subject leader to ensure that coverage of the key knowledge and skills is maintained.

### Overview of content (including EY)

In Reception the children follow the EYFS framework particularly ELG16 Exploring and using media and materials, to safely use and explore a variety of materials, tools and techniques and ELG17 Being imaginative, to represent their own ideas, thoughts and feelings through design and technology.

The national curriculum guides the planning in Key Stage 1 and 2 through developing the skills of designing, making, evaluating and developing technical knowledge.

We use [Projects on a Page](#) from the Design and Technology Association to support our planning and ensure that there is a context for learning as well as progression and continuity throughout the school ([see DT topic cycle with contexts](#)).

The children are taught:

- Key skills through Focussed Tasks (FTs).
- To explore existing products, understand how key events and individuals in design and technology have helped shape the world.
- To develop their vocabulary through Investigative and Evaluative Activities (IEAs).
- To apply their knowledge and skills to a given problem through Design, Make and Evaluate Assignments (DMEAs).
- It is important that children and staff understand the various hazards involved with DT equipment. Children need to be taught to use tools correctly. It is the responsibility of all staff to establish safe practice in the classroom.

The Curriculum is delivered by:

- Teaching weekly Design and technology lessons (for a half-term) or in blocks so that children's learning is focused throughout each unit of work.
- Linking the projects to the topic in each phase to enable cross curriculum activities.

Class teachers, with support from the subject leader, are responsible for planning and delivering effective lessons, in line with the national curriculum and the aims outlined in this policy. Our school has a DT lead, who is responsible for ensuring the implementation of this policy across the school.

#### Enrichment and the wider community

- Swavesey is a rural community with links to Cambridge city and we aim to utilise both the rural and urban communities through the curriculum.
- Various outings or visitors will be organised when appropriate for a unit to support the teaching of DT. (eg: Duxford IWM, Tesco, Primary Engineer celebration event, cinema ...).

#### Impact

Assessment is an integral part of our teaching and learning cycle. Formative and summative assessment is used to track pupils' progress and direct our teaching.

Formative assessments are made through questioning, observations and pupils work. As they go through a project, pupil will be required to constantly be reflective and resourceful with their work, making self-assessments, in order to solve problems (part of the iterative process).

At the end of each unit, pupils will formally evaluate their work against their original design. This will be done orally for Early Years and KS1 will move towards written evaluations but it will always be completed in writing for KS2.

Summative assessments are completed at the end of a unit of learning. Teachers are required to make a Towards/At/Greater Depth judgement against each assessment criteria. At the end of the year a judgement is made based on all work covered and shared with parents.

Teachers will complete their DT summative assessment on Bromcom. This will be the reference for tracking pupils' progress in DT throughout their school years. Teacher should check Bromcom prior to teaching a new unit of work to ensure they know the needs of their pupils and that planning is appropriate.

Regular assessments are carried out against the EYFS framework, including **expressive arts and design**. On entering reception, the Reception Baseline Assessment is carried out which assesses children's language, communication and literacy; and mathematics. In the summer term teachers make a judgement against all the Early Learning Goals (ELG) which determines whether a child has met the Good Level of Development (GLD). Summative assessments made at the end of every half term to monitor children's progress throughout the year.

#### **Subject leaders are expected to:**

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of DT.
- Maintain resources and advise staff on their use.
- In conversation with the finance manager and Head teacher, manage their curriculum budget.
- Lead staff training on new initiatives.
- Attend appropriate in-service training and keep staff up to date with relevant information and developments.
- Help staff to use assessment to inform future planning.
- Track teacher assessment and discuss how judgements were made

The subject leader completes book looks, moderations, blinks and pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for all children.

This policy should be read alongside:

SEND policy

Equality and Diversity Policy

Early Years Policy

Esafety policy

Marking and Feedback policy

Health and Safety policy

Healthy Eating policy