



Design and Technology Policy

Subject vision statement (III statement from website)

Why do we teach what we teach? (Our intent)

At Oak Green, we aim to provide children with a wide-ranging, well-balanced and ambitious curriculum, where children encounter many creative learning experiences. Design and technology provides children with the opportunity to solve problems, explore their creativity, engage in healthy risk-taking and embrace change through a variety of mediums. Through our design and technology curriculum, we aim to offer children the opportunity to develop their imagination and analytical thinking, as well as, developing individual confidence through experimentation. Oak Green pupils are also taught how to safely prepare, cook and package a wide range of foods and snacks applying the principles of nutrition and healthy eating. We aim for all pupils to leave Oak Green with the knowledge, understanding and skills needed to engage in the ever-changing process of design, invention and creation.

How do we teach it? (Our implementation)

Design and technology is taught weekly throughout each phase of the school. Frequently, Design and technology is supported through links to themes and topics in history, geography and science. In design and technology children are asked to solve problems and develop their learning independently. This allows the children to have more ownership over their curriculum and lead their own learning in design and technology. At Oak Green, the children follow a 4-step programme when completing a D&T project throughout this process children are taught to:

Engage: Children are given the time to explore the project: how will this look for them individually? How can they compare their design brief to pre-existing examples?

Develop: Children can research and develop design criteria, discuss and share ideas. Children can design innovative, functional and appealing products which are fit for purpose, aimed at specific individuals and groups.

Innovate: Children can select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing, as well as chopping and slicing) accurately. Children explore with a range of materials and components including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste.

Express: Children can investigate and analyse a range of existing products. They are able to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Key skills and knowledge for design and technology have been well-sequenced and mapped across the school to ensure progression between year groups, learning is revisited and built upon sequentially over time. The context behind children's work is well considered; children are able to learn about real-life structures and the purpose of specific examples, as well as, developing their confidence, creativity and knowledge.

What is the difference that this makes? (Our impact)

We believe that through our ambitious design and technology curriculum, children develop a range of skills that they can improve and build upon each year. This enjoyment and confidence in design and technology can then be applied to other areas of the curriculum. Through careful planning the children learn to develop their creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Teaching and Learning (including planning)

EYFS

In EYFS, children are exposed to different elements of design and technology through the areas: Physical Development and Expressive Arts & Design. These are devised through strands of: Humankind, Processes, Creativity, Investigation, Materials, Nature, Comparison and Significance. Teaching of this occurs through our WOW lessons and extensive continuous provision, in which children are exposed to fine motor tools, cookery skills, construction, different materials and growing food. At Oak Green, we ensure progression throughout EYFS and through the different stages of progress between Nursery, Pre-school and Reception, all children learn through self-discovery and play through the three characteristics of effective learning: playing exploring, active learning and creative and critical thinking.

KS1 & KS2

Supplemented by Cornerstones, children in Years 1-6 complete one D&T project per term. As designers and engineers, children will develop a wider and deeper understanding of design and technology, as they progress through the school. Skill building will continue to be of utmost importance and will be the key foundations of design and technology teaching and learning.

Children also complete a cooking topic each year which focuses on the importance of nutrition, healthy eating and food hygiene. In this, children learn how to follow recipes, as well as create their own - offering the chance to gain skills to support them in later life.

Children will be given opportunities to solve real and relevant issues in various contexts and will be required to consider various needs and purposes. They will learn how to take risks, think of unique, innovative ideas and become resourceful individuals. The creation of realistic, effective and useful final designs and products, fit for a purpose will increase, along with children understanding and progress. Most importantly, they will be given the time to explore and experience various tools, materials and equipment that will develop lifelong skills, ultimately creating lifelong learners.

Resources/scheme

Oak Green uses the scheme 'Cornerstones' to develop and deliver the entire design and technology curriculum. The lessons and resources can all be accessed via the fully-functional Cornerstones suite. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different skills and knowledge which is built upon each year.

It is the responsibility of the class teacher to be aware of the resources needed for a particular unit and to order any resources required and to fill out an order for the D&T lead to approve. Design and technology resources are located in the D&T cupboards and cooking equipment is stored in the student kitchen.

Assessment

Teachers will assess the children's work in design and technology by observing them using a variety of skills during lessons. They will record the progress made by children against the learning objectives for their lessons and the skills they intended the children to achieve. Assessing each child's achievements against these criteria will allow teachers to track on-going progress, aiding future lesson planning and progress of the children. Each year group is provided with a set of skills they need to teach each term, allowing opportunities for clear skills progression across the school. As well as teachers assessing the learning, children are encouraged to assess and evaluate both their own work and that of their peer. This helps them to identify how they can improve their skills and understanding, and will allow them to set personal goals and targets for their design and technology learning.

Equal opportunities/ Inclusion

As a rights-respecting school, we believe in the importance of inclusion and open opportunities. We believe that it is vital for all children to experience a wide variety of skills-based design and technology teaching and learning. Every child will be taught, encouraged, and supported to develop skills through differentiated tasks for every child to experience success. Regardless of their ability, gender, race, or cultural background.

The role of the subject leader and monitoring standards

- To support and guide the classroom practice of teachers and support staff.
- To ensure pupil entitlement to the National Curriculum
- To ensure coverage, continuity and progression in planning.
- To monitor and evaluate the effectiveness of geography teaching and learning and provide support for and development of the subject where appropriate.
- To update documentation where necessary.
- To produce action plans for the School Development Plan and manage the budget allocated effectively.
- To liaise and consult with outside agencies where appropriate.
- To prepare and lead INSET.
- To attend relevant INSET training.
- To review regularly the contribution made by geography to a meaningful curriculum.
- To conduct book scrutiny to monitor outcome and progress.
- To conduct pupil interviews.
- To assess learning environments.

To be read with (other policies):

- Curriculum Policy
- Teaching and Learning Policy

Monitoring and review

Lucy Danilewicz (design and technology lead)

