



# SOUTHBOURNE JUNIOR SCHOOL

## Design and Technology Policy

### Our Vision for Design and Technology

All pupils have the opportunity to experience being designers and innovators. They will develop their understanding of products; their functions and design aspects that make them fit for purpose. *This will provide the background stimulus and inspiration for children to think creatively, with innovation at the core of their decision making. We want D&T to have a holistic approach, in order for children to understand that the subject is closely intertwined with other subjects across the curriculum. Our children will investigate existing products, apply the knowledge and skills whilst ensuring a clear audience and purpose.*

### Aims

- to enhance our school's vision to nurture happy, independent, aspirational learners by igniting, through DT, a passion and curiosity about the world
- through creativity and imagination, pupils design and make products to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values
- to provide connectedness across the DT curriculum ensuring prior and future learning
- draw on multi disciplines, such as maths, science, engineering, computing and art to enrich connectedness and clearly demonstrate the multiple facets of design and technology
- 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

### Learning and teaching

Design and technology is very much integrated within our half termly learning journey's, to ensure a holistic approach. Each learning journey is enquiry led with each lesson within the journey also having an enquiry focus. DT has 5 strands: structures, mechanisms, electrical systems, textiles and cooking and nutrition. Mirroring the design and technology national curriculum, within each strand, there is skilled progression through design, making, evaluating and technical knowledge.

### Planning, progression and Assessment

The basis for our design and technology curriculum is the National Curriculum programme of study for Key Stage 2. We are using the planning and teaching resources from Kapow Primary which ensures that there is progression of both knowledge and skills in all strands of D&T throughout and across each year group. Class teachers are then able to adapt this

planning to meet the needs of their children, ensuring that all children are receiving provision that extends their learning appropriately.

Continuity is ensured through the following processes:

- whole school design and technology overview
- whole school design and technology progression of learning
- Kapow Primary planning and teaching resources is used by all staff

Pupils are assessed against the skills set out in the year group progression map. Each half term, teachers assess their whole class to identify both strengths and areas for improvement. They also assess the children individually and identify those working towards expectations for the year group, working at expectations for the year group or working above expectations for the year group. This data informs future planning to ensure that teaching is adapted to support pupil progression and is also used to give feedback to parents both at parent consultations and in end of year reports.

### **Feedback**

Live feedback continually takes place while the pupils' work is in progress in the presence of the pupil. This regular interaction between pupil and teacher can occur to assure the pupil they are progressing along the right lines, to correct misunderstandings, celebrate success or consolidate information. The children are actively encouraged to self and peer evaluate. Any appropriate marking is in line with the schools feedback policy. Children's work is celebrated in the classroom and on corridor displays.

### **Resources**

We have a central store of resources and tools to be able to teach design and technology across the school. Year groups are able to request new resources required through the subject leader.

### **Inclusion**

We recognise that not all pupils will be able to access design and technology learning in the same way, and that more able pupils may need further challenge. As a result, teachers adapt planning accordingly, and may look at alternative ways of recording learning. They may use adult and peer support, or provide greater scaffolding or more open-ended learning for some pupils. Through our teaching we provide learning opportunities that match the needs of children with additional learning needs and we take into account the targets set for individual children in their Learning Passports.

### **Role of the Subject Leader**

The subject leader will monitor DT in a variety of ways:

- pupil conferencing
- learning walks to monitor the learning environment
- collecting data for pupil progress in DT
- leader also involves supporting colleagues in the teaching of design and technology through CPD and informing on current developments in the subject

### **Role of the Class Teacher**

Teachers are responsible for driving the passion of DT. This is through the learning and progress in design and technology for all the children in their class, as well as planning and resourcing appropriately adapted learning opportunities.

### **Health and Safety**

Throughout the school children are taught to observe the rules of health and safety when carrying out activities and when using specialist equipment. Where appropriate, children will contribute to a risk assessment to ensure they are aware of the actions that will reduce risk of injury.

**Reviewed & Updated** January 2023

**Next Review** January 2026