

Policy title	:	Design and Technology Curriculum Policy
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We at Monega Primary School believe that '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.' (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We wish to work closely with the School Council to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

This policy should be read in conjunction with the following documentation:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2
- National curriculum in England: design and technology programmes of study

Aims

- To ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- To ensure that all pupils 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
- To ensure that all pupils critique, evaluate and test their ideas and products and the work of others.
- To ensure that all pupils understand and apply the principles of nutrition and learn how to cook.
- To promote the teaching of Maths and English within all subjects.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Roles and Responsibility for the Policy

The Local Governing Body has:

- Appointed a member of staff to be responsible for the curriculum leadership of Design and Technology;
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- Nominated a link governor to visit the school regularly, to liaise with the Headteacher and the School Leader for Design and Technology and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher and the Senior Leadership Team will:

- Ensure all school personnel are aware of and comply with this policy;
- Work closely with the School Leader for Design and Technology and the link governor;
- Ensure compliance with the legal requirements of the National Curriculum;
- Encourage parents to take an active role in curriculum development;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by:
 - Observing teaching and learning
 - Planning scrutinies and learning walks
 - Holding discussions with pupils and the School Council

- Annually report to the Governing Body on the success and development of this policy

The Subject Leader will:

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher, the nominated governor and SENCO;
- Be accountable for standards in this subject area;
- Monitor standards by;
 - Auditing the subject area
 - Review of the scheme of work
 - Monitoring teachers planning
 - Lesson observations
 - Scrutinising children's work
 - Discussions with pupils

- Ensure continuity and progression throughout the school;
- Devise a subject improvement plan;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises regarding;
- Attend appropriate and relevant INSET;
- Keep up to date with new developments;
- Undertake an annual audit and stock take of resources;
- Purchase new resources when required and in preparation for the new academic year;
- Manage the subject budget effectively;
- Undertake risk assessments when required;
- Review and monitor.

The Link Governor will:

- Work closely with the Headteacher and the School Leader for Design and Technology;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy.

Teachers will:

- Comply with all aspects of this policy;
- Work closely with the subject leader to develop this policy;
- Devise short term planning;
- Develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- Develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- Plan and deliver good to outstanding lessons;
- Plan varied lessons which are interactive, engaging, of a good pace and have a three-part structure;
- Have high expectations for all children and will provide work that will extend them;
- Assess, record and report on the development, progress and attainment of pupils;
- Achieve high standards;
- Celebrate the success of pupils in lessons
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;

- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community

Pupils will:

- Be aware of and comply with this policy;
- Be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Participate fully in all lessons;
- Participate in discussions concerning progress and attainment;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Liaise with the School Council;
- Take part in questionnaires and surveys

The School Council:

- Organising surveys to gauge the thoughts of all pupils;

Parents/carers will:

- Be aware of and comply with this policy;
- Be encouraged to take an active role in the life of the school by attending:
 - Parents and open evenings
 - Parent-teacher consultations
 - Curriculum development workshops
- Be encouraged to work in school as volunteers;
- Be encouraged to respond to curriculum information newsletter;
- Be informed via termly newsletters of their child's topics;
- Asked to provide suggestions and ideas for improving this subject;
- Be asked to take part periodic surveys conducted by the school on curriculum development;
- Be invited to make presentations to pupils on aspects of this subject area;
- Encourage effort and achievement;
- Encourage completion of homework and return it to school;
- Provide the right conditions for homework to take place;
- Expect their child to hand in homework on time;
- Join the school in celebrating success of their child's learning;

Policy Procedure

The direction set out in this policy will be used to guide the planning, delivery and the teaching of the Design and Technology curriculum across the school.

Teaching and Learning Style

The school uses a variety of teaching and learning styles in design and technology lessons. Teachers

ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole- class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating

these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including technology.

In all classes there are children of differing abilities. We recognise this fact and 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:

- setting common tasks that are open-ended and can have a variety of outcomes;
- grouping children by ability and setting varied tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

Curriculum Planning and Organisation

Design and technology is a foundation subject in the National Curriculum. Our school uses the National Curriculum a bespoke scheme of work as the basis for its curriculum planning in design and technology. We have tailored scheme to the local circumstances of our school in that we use the local environment as the starting point for aspects of our work.

We carry out the curriculum planning in design and technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term through the key stages. The design and technology subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national curriculum, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly plan for each design and technology lesson. These list the specific learning objectives for each lesson and detail how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

The Foundation Stage

We encourage the development of skills, knowledge and understanding that help EYFS children make sense of their world as an integral part of the school's work. As the Nursery and Reception class are a part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving, critical

thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- Details what is to be taught over the year
- Provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- Organises the subject into termly or half-termly sections
- Is more detailed and the objectives are more specific in nature
- Ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- Is done by class teachers
- Details the subject curriculum over the week
- Plans lessons in detail with specific class objectives
- Sets individual learning goals for each pupil
- Responds to the individual needs of the pupil.

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- From both sexes;
- Who have Special Educational Needs;
- Who are looked after;
- From minority faiths, ethnicities, travelers, asylum seekers, refugees;
- Who are at risk of disaffection;
- Who are young carers;
- Who are sick;
- Who have behavioural, emotional and social needs;
- From families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical

and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able children. We believe that:

- More able children demonstrate a higher ability to exceed age related expectations than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- Gifted children are those who have the ability to exceed age related expectations in more than one subject;
- Talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Variation

Variation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of variation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Variation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given varied tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective variation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well-motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

At Monega Primary School we teach design and technology to all children, whatever their ability. Design and technology design is a part of the school curriculum policy. This helps to provide a broad and balanced education to all children. Through our design and technology 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 different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, variation – 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.

Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to design and technology.

We enable pupils to have access to the full range of activities involved in learning design and technology. Where children are to participate in activities outside the classroom, for example, a museum or factory trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

We assess the children's work in design and technology whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum expected standards and this is recorded on Pupil Tracker - this information to plan future work for each child. 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. We pass this information on to the next teacher at the end of each year.

The design and technology subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in design and technology in each year of the school.

Teachers will:

- Carry out continuous assessment;
- Use short-term assessments matched to the teaching objectives to adjust their planning;
- Make comments in pupil's books related to the teaching objective;
- Carry out medium-term assessments to measure progress against key objectives to adjust planning;
- Carry out long-term assessment to assess progress against school and national targets;
- Use long-term assessments to help them plan for the next academic year;
- Inform parents and carers of their child's progress and targets

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- Looking at pupil's work
- Subject observations
- Pupil discussions
- Audit of subjects
- Scrutiny of planning

- General curriculum discussions

Contribution of the Subject to other Areas of the Curriculum

Design and Technology links with **English, Computing, PSHE & Citizenship, and Spiritual, Moral, Social and Cultural Development.**

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock takes and audit is undertaken by the School Leader for Design and Technology in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website
- The Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Communications with home such as weekly newsletters and of end of half term newsletters
- Reports such annual report to parents and Headteacher reports to the Governing Body
- Information displays in the main school entrance

Training

Monega Primary School will provide opportunities for all employees to have access to the information, instruction, supervision and training required to enable them to discharge their responsibilities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. As such, we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.