



South Hill Primary School

DT Policy



2020

Policy Statement

This document is a statement of the aims, principles and strategies for the teaching and learning of DT at South Hill Primary School (**Intent**).

This policy outlines the guiding principles by which this school will implement DT at South Hill School (**Implementation**). The subject leader and SLT monitor the impact of DT teaching through work scrutiny, pupil voice and data analysis (**Impact**). This policy is reviewed periodically. DT teaching and learning will be carried out through links between topics where applicable. If DT is taught through a topic, the class teacher must ensure full coverage of design skills.

Values and Aims

South Hill Primary School believes that DT is a body of knowledge built up through **creativity, hands on** and **exploration**. DT is a creative way of learning about different design skills and the designers who have mastered these skills. DT in our school is about developing children's creative abilities. Through DT, we aim to develop pupil's exploration of different aspects of DT as well as, encouraging their creative skills.

South Hill 3'i s' for DT

Intent

To deliver a Design Technology curriculum that develops practical skills as well as a sound understanding of the design and make process, made authentic by linking projects to the Creative Curriculum. Children will obtain a broad range of skills using different materials and experience a range of food preparation techniques.

Implementation

The WEAVE document (linked to NC2014) is used across KS1 and KS2 to guide planning to ensure coverage of skills and suitable progression across the year groups. EYFS schemes of work are used to ensure a firm foundation of fine motor skills and handling of tools and resources are embedded.

Long term plans ensure full coverage of the required skills in cooking and nutrition, textiles, mechanisms, materials, construction, electrical/mechanical components, stiff and flexible sheet materials and mouldable materials where appropriate in KS1, LKS2 and UKS2.

Each unit of work follows the design process; researching existing products, practising required skills (with awareness of specific health and safety issues), designing, making and evaluating a finished product.

Implementation (continued)

Projects are clearly linked to the termly topics of the Creative Curriculum to ensure authenticity and relevance of the products designed and made.

Finished products are displayed in classrooms and shared spaces to celebrate the achievements of all pupils. A corridor display board includes terminology and vocabulary used. Photographs of pupils' work is displayed on the school website.

Reinforcement of the South Hill Way and the 4 Rs of reflect, responsibility, resilience, and respect are implicit in all teaching and learning activities in DT.

Impact

The vast majority of children will achieve age related expectations in DT.

Children will understand the design process and learn practical skills that they can use beyond school and into adulthood.

Children will develop both breadth and depth of understanding of their creative curriculum topics.

Children will work with increasing independence as they progress through the school.

National Curriculum 2014

The national curriculum for design and technology 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.
- 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Principle Focus (National Curriculum 2014)

Key stage 1

When designing and making, pupils should be taught to:

Design

- to design purposeful, functional, appealing products for themselves and other users based on design criteria
- to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- to select from and use a range of tools and equipment to perform practical tasks, (or example, cutting, shaping, joining and finishing)
- to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- to explore and evaluate a range of existing products
- to evaluate their ideas and products against design criteria

Technical knowledge

- to build structures, exploring how they can be made stronger, stiffer and more stable
- to explore and use mechanisms, [for example levers, sliders, wheels and axles], in their products.

Across Key Stage 2 When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products, (for example as gears, pulleys, cams, levers and linkages)
- understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors)
- apply their understanding of computing to programme, monitor and control their products.

Planning:

We have a whole school Long Term Plan that maps out all topic titles and ensures full coverage of all skills, materials and components recommended for the primary curriculum. The class teacher plans detailed Learning Objectives, main teaching and differentiated tasks for each Year Group. In both key stages, Pupils undertake three DT projects each year, taught either weekly over half a term or block taught. We adapt and extend the National Curriculum recommendations to match the unique circumstances of our individual classes.

South Hill School uses the WEAVE document from Focus Education to plan all foundation subjects.

We carry out planning of DT in three phases:

- **Long-term Planning** – This maps the DT topics studied in each term by each year group throughout the academic year.
- **Medium-term Planning/Daily Planning** – These are based on supportive schemes and give details of each topic for each term. The planning templates follow that of the school.

It is the responsibility of the DT Subject Leader to formulate the Long Term Plan for the whole school by liaising with colleagues as to which topic is taught and which point in the academic year. It is the responsibility of the class teacher to formulate the Medium-term and short-term plan for their year group. These plans include detailed learning objectives, differentiation, core vocabulary, cross-curricular links and ICT used to support the lesson. The class teacher keeps these plans and are reviewed by the Head teacher and DT Subject Leader on an informal basis.

Equal Opportunity and Inclusion: We believe that a broad and balanced DT education is the entitlement of all children at South Hill school. We recognise that there are children of widely different DT abilities in all year groups. We 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 which are open-ended and have a range of responses
- Setting tasks of increasing difficulty to provide further challenge (G&T)
- Differentiated group work
- Mixed ability group or pair work
- Provision of resources and equipment of differing complexity, matched to the ability of the child.

Creative Curriculum

Subjects are weaved and linked with a creative curriculum investigation question on a termly or half-termly basis.

English: DT contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing and speaking and listening. Some of the texts used in Literacy lessons or guided reading sessions are DT based. Links are made to Literacy through medium term and short term planning. The children develop 'speaking and listening' skills in DT lessons through discussions, appreciation of work and discussions of artistic and design skills through group work.

Mathematics: DT contributes significantly to the teaching of mathematics in a number of ways. For example the children learn to use measuring in sewing and weights, measures and fractions in cooking.

ICT: Staff and children use ICT to support lessons where appropriate. Children use it in DT lessons to support research of products, design and designers. Children learn how to research and select relevant information on the internet.

PSHCE/SMSC: DT makes a significant contribution to the teaching of personal, social and health education. The subject matter lends itself to areas of Spiritual, moral, social and cultural awareness. For example, children learn about the value of nutrition and healthy eating.

Continuity and Progression: We teach DT through topics and the Long Term plan has been formulated to ensure that children build upon prior learning allowing for progression across the Key Stages and across the Year groups. We have a tailored **progression document** that clearly illustrates the progression both in general skills and specific topics to ensure skills are developed and built on as children progress through their primary education.

Teachers are expected to adapt and modify model plans to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available. We must ensure that any modification does not overlook any key areas of the National Curriculum.

Assessment, Recording and Marking: Class teachers keep their own assessments of DT by making informal judgements as they observe children during lessons. On completion of a piece of work, the teacher marks the book/folders and/or final piece of work. Assessment for DT is based on the Lancashire Grid for progression of skills and 'The Learning Challenge Curriculum.' – Weaving Knowledge, Skills and Understanding into the new National Curriculum.

Monitoring: The subject lead carries out termly planning scrutiny, work scrutiny, learning walks and pupil voice.

Time Allocation: Pupil entitlement in hours per week in the Foundation Stage and Key Stage 1 is a minimum of 50 minutes per week.
In Key Stage 2 teachers should be teaching Art or DT for 55 minutes per week.

Health and Safety: All pupils are taught how to use equipment for practical investigations in accordance with health and safety requirements. Each staff member carries out a risk assessment for specific lessons in relation to the unique needs of the class and the lesson.

Subject Management: The DT subject leader monitors and evaluates the implementation of DT throughout the school. Planning and books/folders are monitored on a termly basis. The monitoring of the standards of the children's work and of the quality of teaching in DT is the responsibility of the Head teacher, the DT governor and the DT Leader. The work of the subject leader also involves, supporting staff, being informed about current changes, monitoring and assessing the subject through various means (learning walk, pupil voice) and providing direction for the subject in the school.

Resources: We have resources to support all DT topics that are taught in the school. Equipment is stored centrally in two areas, in the resources room and in the DT room. The resources cupboard and DT room are clearly labelled and the equipment inside is also labelled. It is the responsibility of the class teacher to return all items to the Resource cupboards after each lesson and to report any missing or damaged items to the DT Leader

Outdoor Learning: At South Hill School, we promote outdoor learning and encourage this for DT wherever possible. We also try to promote, where we can, visits to art exhibitions, galleries and museums.

Date Reviewed: May 2020

Next Review: