

The Canons CE Primary School



Design and Technology Policy

Design and Technology

Purpose of Study

Design and Technology at the Canons is an inspiring subject that allows children to use their creativity and imagination in order to design and make practical products with a focus on real and relevant problems, through a range of contexts. Children use a combination of skills, including design, making and evaluation, as well as drawing on technical and subject knowledge within disciplines such as mathematics, science, engineering, computing and art. Children 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.

Curriculum Intent

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. At The Canons, we follow the KAPOW scheme of learning for planning, resourcing and assessment in Design and Technology. Through this carefully sequenced and cohesive curriculum, we aim to ensure that children build upon 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 in addition to providing opportunities to critique, evaluate and test their ideas and products and the work of others. We also give children opportunities to understand and apply the principles of nutrition and learn how to cook so that they have the knowledge and skills to create balanced and nutritious meals.

Implementation

At the Canons, we have organised our Design and Technology curriculum based on the main areas of work from the KAPOW scheme of learning. These include Textiles, Cooking and Nutrition, Mechanisms, Structures and Electrical Systems. KAPOW sections its units of work into four key strands which are linked directly with the National Curriculum. These are design, make, evaluate and technical knowledge. All staff have access to KAPOW and have individual logins so that they can access the units of work selected for their year group. Teachers are responsible for creating medium term plans based on the KAPOW units of work. In KS1 and KS2, there are three units of work covered each year which are taught either in block days, or over the course of a half term. STEM week often incorporates Design and Technology activities in addition to the above.

In the Early Years Foundation Stage, Children will undertake investigative and skill-based tasks during independent working time alongside planned units of work from the KAPOW scheme of learning, and other planned units of work that link directly to their topics of learning. KAPOW units include Cooking and Nutrition: Pumpkin Soup and Textiles: Spring Flower Threading. Other planned units of work include bread making, which is linked to the tale of Little Red Hen, making porridge which links to Receptions 'Once Upon a Time' topic, and making fruit skewers. Children also access junk modelling through the topics 'Ticket to Ride', 'Once Upon and Time' and

'Minibeasts'. They will be provided with resources based on topics within the focus of the classroom and will be encouraged to design and develop ideas independently. Children in the Foundation Stage work on a range of creative themes and tasks, and their work in Creative Development links closely to other areas of the Foundation Stage Profile, especially Physical Development.

Curriculum Impact

The impact of our curriculum is evident in children's enjoyment, enthusiasm and passion for the subject. This is assessed through monitoring of work, class drop ins and pupil voice discussions. At the Canons, we proudly display work in the school that shows photographs and evidence of the design, make and evaluation process in Design and Technology lessons. Subject leads keep a photographic portfolio of drawings, pictures and finished products in order to monitor progression and for staff to draw upon for good examples. The portfolio has evidence from EYFS up to Year 6. In order to track assessment, learning ladders is used. Staff are asked to supply this evidence after each unit of work is taught. Children also complete pre and post assessments for each unit of work. Children have individual Design and Technology workbooks which show and evidence the skills and technical knowledge used within each unit of work. These workbooks follow the children up through the school which allows staff to see their DT journey as well as track progression from Year 1 to Year 6. Design and Technology activities also feature in STEM week and the children's work is showcased in an afterschool exhibition for parents and carers to see.

Equal opportunities and inclusion of all children

As a school, we believe that it is important for all children to experience the range of design and technology activities. We will use opportunities within design and technology to challenge stereotypes.

All children will be encouraged and supported to develop design and technological capability through a range of materials. We recognise the importance of identifying the specific difficulties that individual children might experience, and targets will be set to reflect appropriate teaching and organisational strategies to meet their needs.

At The Canons CE Primary School we expect all children to participate in Design and Technology projects. Specialist equipment and support will be sought and provided for any children who need them in order that they will be included within and have access to tasks in Design and Technology.

Resources

All resources for EYFS and KS1 are held within lower school and are the responsibility of the Design and Technology leads. Within Foundation Stage, the classroom has a Design and Technology area containing renewable and interchangeable resources including a selection of paper, plastics and other age appropriate resources. These resources will be renewed and replaced as appropriate, with consideration given to topics within all areas of learning across the Foundation Stage Profile. The

outdoor classroom will contain opportunities for working on Design and Technology projects, including construction kits, sand and water. Resources will be made whenever possible linked to projects which are self-generated by the children within the Foundation Stage.

A limited range of materials and tools will be provided for Key Stage 1 and 2 children within classrooms including: paper, card, glue and scissors. Other materials are stored within the stock cupboards of both sites and in our year 5 area in upper school.

Food resources, tools and equipment are ordered through school as and when needed. Year group teachers are responsible for the ordering, storage and checking of allergies.

Should year groups require additional resources, they must ensure it is requested in time for their lessons.

Health and Safety

Teachers will always teach the safe use of tools and equipment and insist on good practise.

Design and Technology leads are responsible for:

- leading the development of Design and Technology in school and support with planning when requested.
- providing guidance to individual members of staff if and when needed.
- keeping up to date with local and national developments in Design and Technology and communicate relevant information.
- reviewing and monitoring the success and progress of the planned units of work
- ordering stock linked to the planned units of work at the request of individual year groups
- the organisation and maintenance of design and technology resources through reports from year groups

This policy outlines the teaching and learning of design and technology. It reflects the views of all teaching staff. This policy will be reviewed annually by the Design and Technology leads. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the head teacher and Governors.