



Brookfield Park Primary School



Design and Technology Policy

Signed... Miss Chivers and Mrs Whiteside
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"Nurture, Include and Inspire to Succeed!"

Learning Together



INVESTORS
IN PEOPLE | Gold



Design and Technology Policy

Intent

At Brookfield Park Primary School, children receive a design and technology curriculum that allows them to exercise their creativity through designing and making. Children acquire a broad range of knowledge and skills, in addition to drawing upon learning from maths, science and art, to design and make products that solve real problems considering a variety of criteria. Through design technology, pupils learn to take risks and become resourceful, resilient and innovative. Evaluation is an integral part of the design process and allows children to adapt and improve their product. This is a key skill which they need throughout their life.

Implementation

The teaching and implementation of the Design Technology Curriculum at Brookfield Park Primary School is based on the National Curriculum and supported by the Twinkl Scheme of work, which ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Design Technology is taught over 3 terms each year, allowing time for the process to be utilised effectively in conjunction with our curriculum links.

Impact

Our DT curriculum focuses on progression of knowledge and skills and discreet vocabulary progression forms part of all units of work. We measure the impact of our curriculum through the following methods:

Summative assessment of pupil discussions about their learning.

Images and videos of the children's practical learning.

Interviewing the pupils about their learning (pupil voice).

Annual reporting of standards across the curriculum.

By the time children leave our school they will:

Be able to use time efficiently and work constructively and productively with others.

Be able to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.

Be able to design and make through working safely and ethically, using finite materials.

Have a thorough knowledge of which tools, equipment and materials to use to make their products.

The ability to manage risks well to manufacture products safely and hygienically.



Principles of Teaching and Learning Design and Technology

At Brookfield Park design and technology is taught in blocks which allows for more effective learning in which teachers can focus on design and technology knowledge and skills. The curriculum includes: Mechanisms and mechanical systems, textiles, electrical systems, structures, food and nutrition.

At Brookfield Park units of work are planned to include designing and making tasks; supported by focused practical tasks or skills teaching and work involving reviewing existing products-investigative, disassembly and evaluation activities.

Entitlement and Equal Opportunities

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the DT curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Fieldwork may have to be adapted to take into account individual requirements.

DT Curriculum Planning

We use the National Curriculum for Design and Technology as the fundamental basis for our curriculum planning, alongside the more detailed resources that are comprehensively set out online on Twinkl Plan It. We are however, particularly committed to then plan exciting lessons that also have the input from teacher's own knowledge, enthusiasm and creativity and pull resources and ideas from excellent resources that are also available to them such as BBC Teach, BBC Bitesize, video clips and more. We also ensure that wherever appropriate we make links to other areas of children's learning to different subjects areas.

Each class teacher has access to our DT long term plan, Core Learning Targets, high quality teaching resources and previous knowledge and experiences and sharing of ideas across colleagues which inform the learning outcomes for each lesson, that is tailored to the needs and interests of their cohort. We use staff meetings to update and make changes collaboratively, seek ways forward, monitor our own practice and share expertise and ideas to collaboratively work on the curriculum we provide and seek improvements and development of our DT curriculum.

Adaptation

There are a number of different forms of adaptation, to be used as and when appropriate:

- By outcome – where a task is given and the children respond at different levels
- Different tasks around the same topic matched to the needs of the children
- Variety of input for the same task
- Variety of questioning
- Completion of different tasks
- Mastery and greater depth learning through challenges for the more able and more confident children
- Support provided and work scaffolded where necessary



The Headteacher will:

- work closely with the DT lead and carries out regular stand up meetings and sets curriculum focus developments for the year
- monitors subject action plans and progress made within them
- discuss and lead ways forward to support improving our curriculum offer
- helps lead our subject 360 monitoring
- support staff development through in service training and giving time to work collaboratively

The DT subject leader is responsible for:

- preparing and reviewing policy documents, curriculum overviews and progressions for the subject which support the challenging demands of the national curriculum, the school's curriculum intent.
- ensuring the continuity and progression from year group to year group and that learning is cumulative and ambitious.
- Ensures that the curriculum begins in EYFS and skills and knowledge is built upon progressively • keeping abreast of current thinking, research and policy changes which impact DT in school and helping to develop colleagues' expertise in the subject by leading staff training and providing staff members with the appropriate professional development.
- monitoring the learning and teaching of DT, providing timely support for staff where necessary and ensuring that learning time is maximised.
- carrying out audits of all DT-related resources and organising their effective deployment and the purchase of additional resources as necessary.
- advising on the contribution of DT to other curriculum areas, including cross curricular activities.
- Reviews subject action plans regularly to help inform next steps for curriculum development
- ensuring common standards are met for assessing children's attainment and progress.

Responsibilities of the teacher

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all children are met by:

- acting in accordance with this policy.
- instilling a love of the subject and the confidence in each child
- being ambitious for every learner, including SEND and other vulnerable groups.
- taking responsibility to strengthen subject knowledge and seek support as necessary.
- having a working understanding of the prior learning of children and the needs of subsequent years.
- ensuring that planning is progressive and cumulative over the year and that it meets the wider curriculum intent for Brookfield Park
- providing opportunities for repetition to build long-term knowledge and skills.
- guiding appropriate teaching assistants to ensure that pupils are effectively supported.
- reporting any concerns regarding the teaching of the subject to the subject leader or member of SLT



Health and Safety

Teachers always plan design and technology activities with high regard to health and safety. Pupils are strictly supervised in their use of equipment at all times. Whilst health and safety considerations and risk assessment remain the primary responsibility of the teacher in charge, pupils are taught to:

- reduce risks through responsible behaviour and use good practice to avoid hazardous situations developing
- abide by simple safety rules when using tools or equipment
- consider and recognise hazards in their proposed ways of working, and take action to minimise them
- store tools and materials with due regard, and organise their working environment/ practices in a safe way.
- cooking and nutrition lessons require that hygiene is given the utmost priority. Activities involving the use of the oven require a high level of supervision with appropriate safety. When working with food an adult will be required to supervise activities involving cooking and food handling/preparation. Any perishable food should be stored in a fridge.
- all pupils should follow personal hygiene guidance (tie back hair, clean apron, use of blue plasters and washing hands)
- only the equipment on the trolley, which is for food use only, should be used, ensure that all equipment is cleaned and put away in trolley
- fabric work that involves scissors, sharp cutting tools, pins and needles requires careful resource management, pupils should be taught simple storage strategies for dealing with sharp objects that are 'not in use'
- construction kits may pose some small risk (particularly at EYFS and KS1) and pupils should be warned of the dangers of placing pieces in their mouths etc

Assessment

Opportunities for assessment is based on an assessment of key skills and essential knowledge and understanding within DT. Methods of assessment will vary as appropriate to the learning. Teaching staff will make assessments each lesson to inform their next step planning. This will include whole class feedback, response to children's questions and answers, understanding of children's knowledge and understanding development short and long term. Also monitoring, pupil voice and interviews by the DT lead.



Day to Day Assessment

The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or 'gaps' are not impacting on progress. The assessments are noted and used to inform future planning.

This may be achieved through:

Questioning

Observing

Discussing

Analysing