



Christ the Sower Ecumenical Primary School Design and Technology Policy

Vision statement

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.

A loving place where we all care, learn and grow together.

Intent

Design Technology is taught in all year groups through at least one topic per term, which includes one topic relating to food and nutrition. Where possible, Design Technology projects are often made cross curricular, linking to other subjects taught in our cultural curriculum. Children learn to design products with a purpose in mind for an intended user. Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.

Design and technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high quality Design and Technology curriculum; through well-planned and resourced projects and experiences.

It is an inspiring, rigorous and practical subject, requiring creativity, resourcefulness, and imagination. Pupils design and make products that represents real and relevant problems within a variety of contexts. It is often cross - curricular and draws upon subject knowledge and skills within STEM. Children learn to take risks, be reflective, innovative and resilient. Through the evaluation of past and present technology they can reflect upon the impact of Design Technology on everyday life and the wider world.

The aims of our Design & Technology curriculum are:

- Access to a broad and balanced, enriching curriculum where they can show progression in the development of skills and knowledge through our Growth documents.
- Enjoy an active involvement in design in a variety of contexts.
- Have opportunities to learn about technological advances from different times and cultures.

- Develop the ability to analyse and make informed critical judgements about their work and the work of other designers using appropriate language.
- All pupils will be given equal access to the experience of design and technology regardless of the gender, race or disability.

Implementation

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an interactive process of designing and making. When designing and making, our unit plans ensure that children are familiar with the design cycle:

- Design – use research and develop design criteria to design for a purpose and communicate their ideas through a range of mediums. These are then recorded in children's exercise books.
- Make – Use a wider range of tools and equipment with accuracy and a variety of materials and components according to their qualities.
- Evaluate – evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Through this process, the aim is to develop pupils' technical knowledge and vocabulary in relation to structural design, mechanical and electrical systems, the integration of technology and food production and nutrition.

Impact

Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons, using our Growth documents. This assessment is then used to inform differentiation, support and challenge required by the children.

Summative assessment is conducted at the end of the year by class teachers across each year group of the school to inform the subject leader of progress or skills and knowledge still to be embedded. DT is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

Classroom displays, pictures and home learning opportunities reflect the children's sense of pride in their work across the wider curriculum. Teachers evidence children's DT work around the school and on the website in order to share with parents and the wider community. The school environment also celebrates children's achievements in DT and demonstrates the subject's high status in the school, with outcomes, including models to enhance our indoor, environment. The DT curriculum at Christ the Sower contributes to children's personal development in creativity, independence, judgement and self-reflection. Children achieve age related expectations in DT at the end of their cohort year.