



Design and Technology

2024-2025

Rationale

Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become independent and creative problem solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. They are then able to reflect on and evaluate present and past design and technology, its uses and its impacts.

Aims and Objectives

The aims of the Design and Technology curriculum are:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
- To enable children to talk about how things work and to draw and model their ideas.
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- To develop an understanding of how and why things are made.
- To foster enjoyment, satisfaction and purpose in design and making.
- To enable children to investigate and evaluate a range of familiar products encouraging them to talk about how they work, and whether they do what they are supposed to do.

Organisation and Planning

Design and Technology is taught in Key Stage 1 through cross-curricular topic work and discrete sessions where appropriate, following programmes of study from the *National Curriculum*. In the Foundation stage Design and Technology is taught following *Practise Guidance for the Early Years for Foundation Stage* in Knowledge and Understanding of the World and Creative Development.

Celebrations

- Design and Technology work is displayed on classroom and corridor walls.
- Special mention certificates may be awarded for progress, achievement, attitude or effort in Design and Technology sessions.
- Design and Technology work will form part of the children's termly topic folders.

Progress and continuity

The Early Years Foundation Stage will use the *Practise Guidance for the Early Years for Foundation Stage* and Key stage 1 will use the objectives in the programme of study from the *National Curriculum* to plan sessions in a progressive way.

Feedback to learners

- Feedback to learners should be immediate and identify the next steps for children to take their learning further.
- Feedback will be mostly verbal between the learner and the teacher.
- The learners are to assess their own progress through learning stops and end of session reviews and are to identify their own next steps for learning.
- Teachers are to support learners to remember the identified next steps at the beginning of a session when the session is a follow-on.

Roles and Responsibilities

Design and Technology subject leader will:

- Review and develop the school design and technology policy
- Monitor progress in Design and Technology and advise the Head Teacher on action needed.
- Take responsibility for the purchase and organisation of central resources for Design and Technology.
- Keep up to date with developments in Design and Technology education and share with colleagues as appropriate.
- Monitor lesson plans to ensure coverage, differentiation and that lessons have appropriate learning objectives and success criteria.

Teachers will:

- Share and refer to the learning objectives and the success criteria with the children during each session.
- Use a variety of teaching styles to address all of the children's preferred learning style.
- Plan stimulating, exciting and real life lessons/activities using the objective from the national curriculum.
- Plan using the scheme of work in place.
- Plan for cross-curricular links where possible.
- Assess progress using 'I can' statements linked to the National Curriculum levels.
- Record assessments on the EMAG system (EYFS only) and report to parents annually.
- Provide opportunities in integrated learning for children to secure or apply the knowledge learned.

Children will:

- Engage in practical tasks / activities linked to Design and Technology and during integrated learning.

Support Staff will:

- Be included in staff training for Design and technology where appropriate.

- Be given clear direction and responsibilities by the class teacher during Design and Technology activities.
- Remind the children of their learning objectives and the success criteria.
- Use the correct vocabulary when working with the children.

Classroom Environment and Resources:

- Resources for Design and Technology are centrally stored.
- In all classrooms there will be opportunities for children to consolidate and apply their learning in different contexts through differentiated vehicles for learning.
- In all classrooms there will be opportunities for children to use ICT to handle and communicate information from Design and Technology investigations.
- A wide range of books on Design and Technology topics is available from the library.

Monitoring and Review

- Formative assessment is carried out by teachers on a day-to-day basis and through open ended activities.
- Summative assessments in KS1 are to be made termly using the 'I can' statements from the medium term planning. In Foundation Stage summative assessments are to be made using profile points for knowledge and understanding of the world and creative development and are recorded on EMAGs termly.