



Golden Valley Primary School Guidelines for Design and Technology

Intent

In line with the 2014 National Curriculum for Design and Technology, our aim is to provide a high-quality education that equips children to think, learn and intervene creatively to solve problems both individually and as part of a group. Children should use their imagination to design and make products that can be implemented with real and relevant problems. They should work in a range of contexts considering the want, needs and values. Opportunities are given to the children to reflect and evaluate the effectiveness of a product encouraging innovation to future design and technology.

Our intent is that...

- Children will apply their knowledge and skills from other disciplines.
- Children will develop skills to design, produce and evaluate products to solve real-life, relevant problems.

Role of the Subject Leader

The Design and Technology Subject Leader and Senior Leadership Team (SLT) will assess and address staff training needs as part of the School Development Plan. Individual teachers should continually develop their own skills and knowledge, identify their own needs and notify the subject leader to make requests for additional training or support throughout the year.

The subject leader will oversee the maintaining and ordering of equipment to support the Design and Technology curriculum. The subject leader will also ensure high standards across the Design and Technology curriculum through effective monitoring, modelling of lessons, and support with planning, as appropriate.

Implementation

Teaching and Learning

At Golden Valley, Design and Technology is taught using a blocked curriculum approach which can be seen on the whole school Design and Technology overview. This ensures children are able to develop their depth of knowledge, understanding and skills to engage further with designing, making and evaluating.

Design

- To research and develop design criteria to plan products that are appealing, innovative and functional. These should have a particular audience in mind.
- To use discussion, annotations and diagrams to generate and develop their ideas with the help of computer aided design when appropriate.

Make

- Appropriately select from a wide range of tools to perform practical tasks accurately. Identifying between cutting or shaping for example.
- Select from and use a wider range of materials, ingredients and components including construction materials, textiles and ingredients according to their functional properties, aesthetic qualities and, where appropriate, taste.



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Evaluate

- Analyse a range of existing products.
- Using their own design criteria to evaluate their ideas and products therefore improving the quality of their work.
- Understanding the changing and developing world to help design and make future products.

The Design and Technology subject leader and curriculum lead work together to co-ordinate and support the development of Design and Technology throughout the school. It remains the responsibility of each teacher to deliver appropriate activities and to monitor and record pupil progress in DT.

Planning and Resources

Planning: Projects on a Page (DT Association)

Teachers use the Projects on a Page Planning from the DT Association as a starting point for the planning of their DT unit, which may be linked to other subjects. Knowledge and skills are mapped across each unit and year group to ensure systematic progression. Teachers then further adapt the outlines to meet the needs of the class with cross-curricular links. The programmes of study are divided into three areas of learning: Designing; Making; Evaluating. The scheme supports clear progression of skills from Reception to Year 6. Teachers of all levels of experience are supported by the detailed step by step planning.

Resources

Teachers will either select materials from the DT resource area to complete a DT unit; purchase any materials for the design, construction and evaluation process of a unit or decide to use recycled materials to complete a unit. Planning documents from Projects on a Page enlists all of the resources required for a particular unit. From the youngest age, children are taught to use tools and equipment in a sensible, safe and efficient manner.

Equal Opportunities and Inclusion

Golden Valley Primary School will ensure that all children are provided with equitable learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. We work hard to generate an inclusive environment where pupils and staff show respect for one another. All pupils have equal access to DT and all staff members follow the equal opportunities policy. Resources for children with SEND and children who are working above Age Related Expectations (ARE) are made available to support and challenge appropriately.

All children have the right to access the DT curriculum and teachers adapt their teaching and learning tasks and activities to ensure appropriate level of challenge is provided for all pupils. Supporting adults are also deployed effectively to ensure focused support where this is necessary. Teachers use a range of inclusion strategies, including paired work, open questions and direct, differentiated questioning in the planning and evaluating stages. The children will use prior knowledge and contextual learning. Additionally, in our approach to all teaching and learning, we use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.



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Parents and Carers

We encourage all parents/carers to assist with whole school events relating to Design and Technology. Parents/carers from the field of Design and Technology are encouraged to approach the school to support opportunities and enrichments. The school will seek to engage and collaborate with parents/carers in this field for this purpose.

The support that parents and carers provide in supporting their children at home with DT based homework is also recognised and valued.

Impact

Our approach to the DT curriculum results in a fun, engaging, and high-quality education. Through this, we ensure the children develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. The children will build and apply knowledge, understanding and skills to design and make high quality products for a wide range audience. They will critique and evaluate both theirs and others work to further improve. As well as this, the children will understand and apply principles of nutrition and cooking. A high standard of presentation will be expected from the children in all of their Design and Technology work.

Children will learn how to take risks, become innovative and resourceful. Better understanding of impact to daily life will be developed through the evaluation of previous work conducted by themselves and others.

Assessment

Children's knowledge and skills are assessed by the teacher during lessons and at the end of each unit. The teachers will use 'Projects on a Page' scheme to structure the criteria needed for that assessment focus. This is in addition to the progression outlined by the National Curriculum. Teachers will use discussion and observation to identify individual understanding and development. Teachers will use the knowledge, understanding and skills to form learning objectives for each lesson/unit. Feedback is given through questioning, explanation and support according to each need.

Children's work is reviewed from the recording in curriculum files. Teachers will check and refer to previous related knowledge at the beginning of each new DT unit. Evidence of children's work may be recorded in curriculum files, although many areas will be evidenced through teacher observation during the lesson.

Teachers complete termly DT assessment sheets specific to the unit taught. The DT subject leader monitors assessments across the school, providing advice and support for teachers as appropriate. Key Learning for each unit within the 'Projects on a Page' enable teachers to assess against statements. These are then used to inform future planning and to enable accurate records to be kept.



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