Cradle Hill Community Primary School

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Design & Technology Policy

Date Policy Agreed by Full Governing Body:

Date for Next Review: April 2024

Date of Last Review: Frequency of Review: Every two years

Cradle Hill Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

In order to ensure the safety and welfare of our children in all aspects of the curriculum the school will:

- Ensure appropriate risk assessments are completed for all trips and visits inside and outside of school.
- Ensure all curriculum resources are ordered from preferred suppliers and any substances used are COSHH assessed.
- Ensure that our school rules are positively reinforced at all times.
- Ensure that all parent helpers and other visitors to the school have undergone the DBS process and that staff and regular helpers have undergone the school's induction process.

At Cradle Hill Community Primary School we aim to identify and support all children following the guidance as laid out in the East Sussex Dyslexia Policy.

Statutory requirements for the teaching of Design and Technology are set out in the National Curriculum (2014) and the Early Years Foundation Stage Framework.

What are we trying to achieve with our curriculum?

Following two unsettled years of Education, due to Covid, our vision over the next three years would be that children in EYFS and KS1 move through the school with a secure understanding of D&T, building on practical skills, attributes and personal skills and feel well equipped and excited about the subject.

Our aim is that:

- All children will have a good understanding of what D&T is and the six principles of D&T.
- Children will be enthusiastic about D&T and appreciate the links to other subjects.
- Curiosity and questioning will be embraced.
- Creative and imagination will be nurtured.
- Children will learn to think rather than remember.
- They will understand the future of work with a D&T focus.
- Local companies will be used where appropriate to develop authentic and truly purposeful learning opportunities.

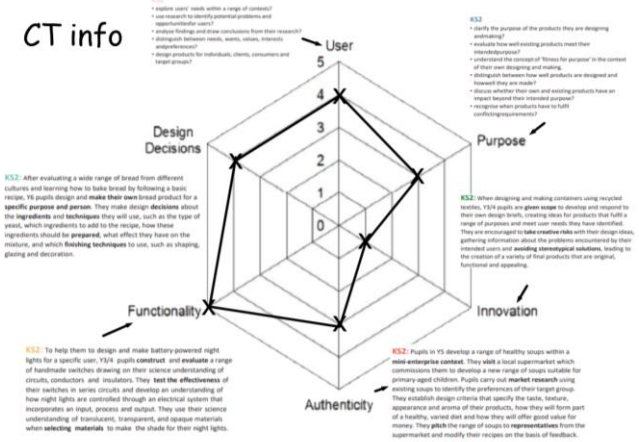
At Cradle Hill we will teach D&T so that:

- The process rather than end product is important ('something, for someone, for some purpose').
- Cross curricular links are made.
- Sustainable living is acknowledged.
- Thinking skills are developed to embrace a changing world.

Implementing D&T

Long term plan

D&T encompasses a range of focuses. Over a two-year period, we will ensure that these focusses are evenly distributed across the year groups to ensure full coverage. Teachers will use the 'star diagram' to show how each principle has been emphasised to a lesser or greater degree depending on the project. The 1-5 scale (1 is low, 5 is high) is intended to support the evaluation process. A score of 1 for each principle is the minimum to ensure that the project children are undertaking is, in fact, design and technology.



KS1	Mechanisms	Structures – frame structure	Food	Textiles	
KS2	Mechanical Systems	Structures – frame and shell structure	Food	Textiles	Electrical Systems (including CAD – computer aided design)

Medium term plan

- Teachers to be guided using Projects on the Page (D&T association document).
- Units will be taught using Investigative and Evaluative Activities (IEAs), Focused tasks to develop skills (FTs) and a Design, Make and Evaluate Assignment (DMEA).
- Three units of work will be allocated per year.
- Teachers to allocate 8-12 hours per unit/ project.
- Connections to other subjects to be made when there is a clear link to DT objectives ('something, for someone, for some purpose').
- Skills, attributes and personal skills of each unit of work in each year group will show progression.

EYFS

Opportunities to develop D&T can be made in all aspects of the Early Years Foundation Stage Framework. See Design & Technology Progression Map & Development Matters for more information.

Inclusion

According to OFSTED, pupils with special educational needs make better progress in D&T than in most other subjects. This is because designing and making usable products gives pupils a real sense of achievement. Pupils benefit from experiencing their own progress and taking responsibility for their own learning. They enjoy the practical application of their ideas and their personal engagement with the task improves attention span, patience, persistence and commitment.

Pupils with SEN can achieve results that compare or even exceed their peers. Design and Technology offers these pupils the chance to experience achievement at a level that may seldom occur elsewhere in their school life.

Knowledge and understanding are drawn from across the curriculum and helps to develop and enable numeracy, literacy and communication skills that can be applied in practical ways. This consolidates skills from other lessons and reinforces learning with positive outcomes.

A broad spectrum of the D&T curriculum should be planned and delivered in order to accommodate and challenge pupils of all abilities. It may be necessary to provide specialist equipment, adapt room layouts, utilise adult helpers and allow additional time for tasks.

Pupils with SEN often find designing activities problematic. Therefore, thought is required to ensure pupils can access and produce successful initial design work. For example, it's vital to offer a variety of methods of recording ideas quickly. In fact, teachers should be conscious of avoiding a rigid approach when it comes to recording and communicating design ideas and developments.

Monitoring, assessment, recording and reporting

This will be carried out in a range of ways:

- Monitoring short and mid-term plans.
- Ensuring progression across year groups, in the different D&T focus are made.
- Talking to children about their work and collecting pupil voice termly (through Curriculum Days).
- Observing children and teachers in lessons.
- Looking at children's work.
- Auditing against coverage of progression framework.

Managing resources

- Contact local businesses to ask for donations of materials.
- The D&T cupboard will be maintained in a clear and orderly manner.

Health and safety

Ensure sufficient at least one member of staff has a current 'Level 2 Food Hygiene Certificate' and that following training they share information with all staff.

Ensure at least one member of staff, per key stage, has the current 'Health and Safety Standards' training and that following training they share information with all staff.

Ensure staff are aware of the need to complete a risk assessment before completing units of work.

Subject leaders will:

- Check the standards of D&T units - that they are true D&T units ('something, for someone, for some purpose') and ensure that the 6 Principles of D&T are balanced across each year group: User, Purpose, Innovation, Authenticity, Functionality, and Design Decisions.
- Ensure teacher confidence and subject knowledge are developed as appropriate through CPD (staff meetings, training courses).
- Promote CPD opportunities hosted by the D&T association so that teachers are more aware of opportunities within D&T and how best to promote them in school.
- Ensure resources are maintained.
- Contact local businesses to ask for donations of materials.
- Acknowledge career opportunities in the designerly world and establish external liaisons with local professionals.
- Ensure teachers will create opportunities for discussion about relevant career paths before a unit is taught.
- Maintain internal liaisons with SLT, governors and parents - share vision of D&T.
- Develop and maintain external liaisons with Seaford Head.
- Keep regularly up to date with D&T developments (membership of D&T association gives us a termly magazine).