Verwood C of E First School & Nursery
Design and Technology Policy
September 2021

This policy outlines the purpose and management of the Design and Technology taught and learned at Verwood C of E First School and Nursery. The school policy reflects the consensus of opinion of the teaching staff. The implementation of this policy is the responsibility of all the teaching staff.

The importance of and entitlement to Design and Technology

"Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design."
(National Curriculum 2014)

At Verwood we believe Design and Technology enriches personal experience. It allows individuals to express themselves freely without fear and helps us to be flexible and open-minded. It contributes to the material, spiritual and emotional well-being of the individual and helps to build a balanced personality and sense of identity.

Design and technology is an inspiring and practical subject. Using both creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. They obtain a broad range of subject knowledge and draw on disciplines such as mathematics, science, computing and art. Children learn how to take risks, experiment, be innovative and enterprising. Children will look at past and present design and technology, evaluating and developing them. They develop a vital understanding of technology and how it impacts on daily life and the world.

Aims and Objectives

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook

Inclusion, equality of opportunity and differentiation

Design and Technology forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with

creative learning and develop as young designers irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances.

In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment. All children are given equal access to the programmes of study through differentiated support. Differentiation in terms of teaching methods and resources will be planned to meet the individual needs of the children. All children should have access to materials and opportunities suitable to their specific needs. Extra challenge is provided to deepen the learning of all children.

Ensuring continuity and progression in learning

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better artists. To ensure continuity and progression for all pupils the curriculum is carefully organised through a progression of skills EYFS – Year 4 to ensure that our pupil's skills, knowledge and understanding of art develops in the following ways:

- In the Foundation Stage and at Key Stage 1 our subject expectations enable pupils to learn and consolidate the fundamental attributes of being a designer. At this stage there is a particular focus therefore on ensuring that our pupils are able to take creative risks and try out newly taught techniques whilst using basic and increasingly appropriate subject vocabulary. Pupils are also taught about the different roles of design and technology is an increasingly technological world.

- During Lower Key Stage 2 our expectations increase proportionately as we challenge our pupils not only to know more about the role of technology and techniques but to evaluate current design, to reach conclusions and make judgements about artistic styles and to critique their own learning. At the same time we expect greater subject vocabulary alacrity from our pupils and we plan accordingly for the use of more specialised subject vocabulary.

Approach to learning and teaching

In the foundation stage, Design and Technology is an integral part of 'exploring media and materials'. The children are taught through a topic based approach, developing activities that help children develop different techniques through the manipulation of different media and materials. Design and Technology is taught through the school's 6 'umbrella topics' that each year group will experience at the same point during the year, enabling a clear pathway for pupils during their time with us.

In Design and Technology the pedagogy which underpins learning is a key question led enquiry approach, which encourages our pupils to take increasing responsibility for their learning, think independently and achieve challenging outcomes. At our school therefore we seek to encourage pupils to learn their Design and Technology through big question led enquiries about topics and themes which focuses on real examples and skills and allows them sufficient scope and time to really engage in high order subject skills such as developing explanations, reaching conclusions, making

judgements, evaluating and applying information learned in one context to another. Whilst knowing more subject information as the pupils progress through the school is important we are careful in our planning to ensure that there is always a balance between new content and the development of important subject skills and the ability of children to think critically about what they are learning and why. We are very careful to be selective about the subject content we use to ensure that a balance is achieved between knowing more content and the development of key subject skills. We recognise that simply knowing more information in itself will not enable our pupils to progress as young designers capable of taking creative risks, seeing things more conceptually and recognising the significance of how techniques and uses are portrayed through design. To this end we identify important topics, issues, places and themes informed by the guidance of the National Curriculum to ask important questions about and then plan enquiries which are carefully structured.

In Design and Technology, teachers:

- Design activities which help pupils evaluate examples of design and technology such as: What can you see? What do we learn? What do you think? How do you feel? What techniques have been used? Is the product suitable for its purpose?
- Share with pupils what they are expected to learn and how they are expected to learn it.
- Ensure that objectives for lessons are presented in the form of “key questions” that need to be answered; sometimes these are raised by the teacher, sometimes with pupils and sometimes independently.
- Plan for pupils to learn, trial and apply new techniques.
- Provide plenty of opportunities for pupils to work as individuals, in pairs and in groups.
- Encourage discussion so that pupils clarify their thinking.
- Follow the school’s Design and Technology progression of skills to ensure that learning is sufficiently challenging.
- Provide pupils with regular feedback about their learning and about what they need to do next in order to improve.
- Should determine the pupils’ levels of knowledge and understanding, before, during and after units of learning
- When possible, topic related visits are undertaken and outside agencies used to enrich pupils’ understanding of Design and Technology

Summative Assessment

Design and Technology comes under the ‘Exploring Media and Materials’ area of learning. Children are assessed against the Early Years Foundation Stage DFE statutory framework.

Opportunities are facilitated whereby children begin to develop creative techniques by exploring media and materials and evaluating work. At the end of the academic year, practitioners indicate whether children are meeting, exceeding or not yet reaching the

expected level within this area of learning. The result of children's EYFS profile is shared with parents at the end of the year.

We will also make and report to parents a summative judgement about a pupil's knowledge and understanding of art on four occasions during the primary phase:
Summer term of Year 1 Summer term of Year 2
Summer term of Year 3 Summer term of Year 4

By the end of key stage one and two, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study and each year group will assess the children according to the schools yearly breakdown of this. At the end of the year a summative assessment is made of the children's attainment and this is then shared with parents in their child's annual report.

At the end of each of the three learning stages, the teacher will be able to use their knowledge and understanding of each pupil gained through extensive formative assessment. At this point they need to take into account the relative strengths and weaknesses of each pupil and reach a 'best fit' summative judgement taking into account the whole of the attainment target rather than specific parts of it. Most critically this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded and holistic judgement of their attainment in Design and Technology.

Responsibilities of Subject Lead

The Design and Technology subject lead has the responsibility to take a lead in developing Design and Technology further across the school; monitoring the effectiveness of teaching and learning; and the use of resources. The Design and Technology subject leader is responsible for the monitoring of the Design and Technology curriculum; monitoring may be through a range of methods including:

- Assessment of pupils' learning
- Scrutiny of pupils' learning and teachers planning across the school for progression and to identify strengths and areas for development
- Discussion amongst staff and staff feedback
- Formal observations
- Interviews with pupils

Policy Review

This policy will be reviewed in line with the school's policy review programme.