



"Let Your Light Shine"

**Frieth C.E.C. School**

**DT Policy**

**Date Implemented:** April 2020

**Member of staff responsible:** Louise Goodchild

**Designated Governor:** Laura Stone

**Headteacher's signature** .....

## **Frieth School Vision statement**

*'...Your light must shine before people, so that they see the good things you do.'*

*Matthew 5:16*

### **DT Vision Statement:**

Developing practical skills, combined with creativity in order to inspire the next generation of problem solvers.

### **Values:**

These are the Christian Values that you believe are both taught and learnt in our school:

Kindness  
Honesty  
Creativity  
Responsibility  
Resilience  
Respect

### **Intent**

At Frieth Church of England Primary School we encourage children to become autonomous and creative problem solvers, both as individuals and as part of a team. Through creative thinking, our pupils are taught to identify needs and opportunities and respond by developing ideas and eventually making products and systems. Our teaching focuses on combining practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows our children to reflect on and evaluate present and past design and technology, its uses and its impacts. DT at Frieth aims to help all children to become discriminating and informed consumers, as well as potential innovators.

### **Key Stage 1 & 2**

The national curriculum for design and technology aims to ensure that all pupils:

- 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.

### **Key Stage 1 National Curriculum Attainment:**

Pupils should be taught to:

#### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

#### Make

- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

#### Technical Vocabulary

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.

### **Key stage 2 National Curriculum attainment:**

Pupils should be taught to:

#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

#### Technical vocabulary

- build structures, exploring how they can be made stronger, stiffer and

- more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

## **Implementation**

### **DT Curriculum and scheme of work**

#### **Planning**

The long term plan and scheme of work for DT incorporates the primary National Curriculum and the Early Years Foundation Stage curriculum.

#### **DT Teaching and Learning**

In both Key stages 1 and 2, units for food, mechanisms, structures and textiles are taught in every year group. Where possible, these units are linked to other areas of the curriculum being studied to add interest, relevance and purpose. The planning for the units is based on the schemes produced by Twinkl.

DT is taught by the class teachers, where there are children of differing ability, although there may be times when group teaching occurs. Teachers plan their lessons based on the long-term plan and resources provided, but adapting the objectives and challenge of the task, to suit the stage of development for the pupils in their class, based on the Frieth C.E.C School DT progression documents. This is achieved through a range of strategies including:

- Setting tasks which have a variety of results
- Setting tasks of increasing difficulty, where not all children complete the tasks
- Setting different tasks for a range of abilities
- Providing a range of challenges through the provision of different resources
- Using additional adults to support the work of individual children or small groups

In both Key Stages, DT is taught mainly in a block, although incidental sessions also occur, which are cross-curricular and do not necessarily relate to the DT theme for the term.

### **SEND**

We are an inclusive school. As with all subject areas, delivery of DT is made to all pupils through Quality First Teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment that is sensitive to the individual learning, emotional, social or economic needs of pupils. Pupils who receive 1:1 support will have access to support during DT lessons where appropriate to their needs. Lesson plans will take account of the differing needs of pupils with SEND however, the school recognises that not all

pupils with identified special educational needs require the same level of support in DT as they may do in other core subjects.

## Health and Safety

The school Health and Safety Policy is adhered to during all DT lessons.

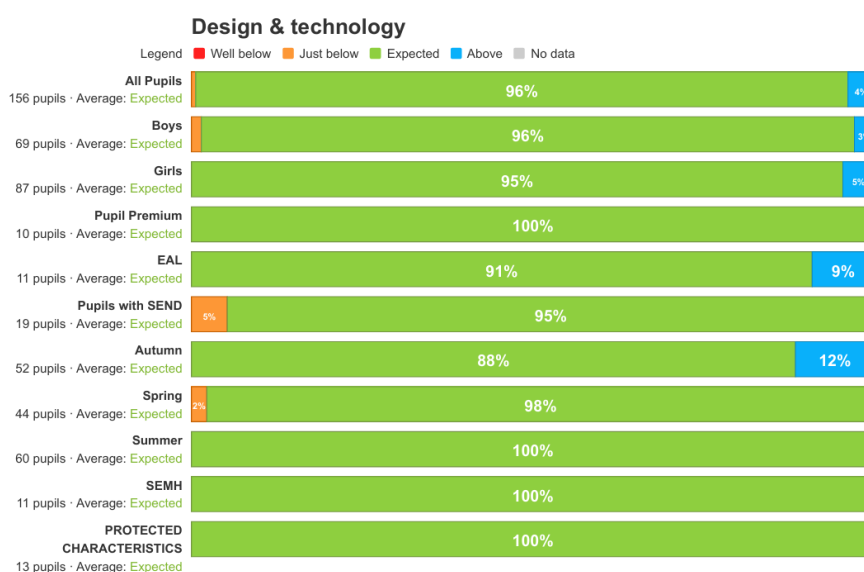
Pupils are taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task set for DT. Risk assessments are carried out by the Class Teacher, prior to undertaking each project and need to be regularly adapted to suit the needs and capabilities of the pupils, as well as the environment in which they are working.

## Spiritual, Moral, Social and Cultural Development

The DT curriculum inherently support the spiritual, moral, social and cultural development of the pupils at Frieth C.E.C. School through:

- Their sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their use of imagination and creativity in their DT learning
- Their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

## Impact



This table shows that 96% of pupils are working at the expected standard in DT, across the school.

### **Recording**

DT is recorded in books, on paper and in booklets, which can include photographs, showing the planning, making and evaluating processes as well as the final product. Summative assessment is completed termly, based on the theme for the term.

### **Assessment**

The Frieth C.E.C School DT progression document enables staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. End points are clearly identified on this progression of skills map.

Within KS1 and KS2 assessment takes place in a variety of ways:

- Observations of a child or group on task
- Discussion with children about their task
- Work on IT which is then printed out or performed
- Children's own evaluation of their work.

These assessments:

- Inform future planning
- Provide information about individuals or groups
- Provide summative information for parents.

Observations during practical work and discussions help teachers to make informed judgements about children's understanding of DT.

At the end of the school year, all pupils will be teacher assessed as: working towards the expected standard; at the expected standard; or working at greater depth within DT. The school records this on Insight. Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as working at the expected standard.

Pupils working at greater depth will be expected to utilise the expected level of development to explain, create and develop designs and products, showing a deeper level of skill, when designing and making their product, as well as being able to explain in detail, how their work has developed and further improvements, when evaluating. They will also be able to demonstrate how they are developing their learning through participating in external opportunities, clubs and groups.

### **Reporting**

A final summative assessment for DT will be reported to parents within the annual school report.

### **Monitoring**

The DT subject leader is responsible for the monitoring of DT teaching, learning and outcomes across the school. In the event that there is no DT lead, the responsibility devolves to the Senior Leadership team.

DT is monitored throughout all year groups using a variety of strategies such as book and planning scrutiny, lesson observations, opportunities to share or present their work to other people in school and pupil interviews.