



## Design and Technology Policy

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**DT Intent**

*“Design is not just what it looks like and feels like. Design is how it works.” – Steve Jobs*

Design and Technology encourages children to be independent, creative and imaginative problem solvers. It enables children to work as individuals and as part of a team to respond to relevant problems within a context. Where possible, we aim to link work to a thematic topic or other disciplines such as mathematics, science, computing and art. Through the Design and Technology process, children are encouraged to reflect on past and present designs, their uses and functionality, which will allow them to become innovators and risk takers when making their own products. By providing a real life purpose to their learning, children can be inspired to become the next designers, creators, engineers and inventors of tomorrow.

**Aims of Design and Technology**

Pupils will:

- make products with an intended purpose
- learn the importance of making on-going changes and improvements to their work and designs
- understand and apply the principles of nutrition and learning how to cook
- develop the creative, technical and practical skills needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- be allowed to represent their individuality within the design and construction of their products
- be introduced to the computing and coding of products in UKS2
- learn skills in a variety of the DT strands, including: Textiles, Mechanisms, Structures, Electrical Systems and Food and Nutrition

**DT Implementation**

We follow the Kapow scheme for our DT planning, which provides detailed plans, resource lists and activities. Staff follow the units planned out on the DT school curriculum map and unit overview. Teachers can use and adapt these plans, as necessary, for their class. For our Electrical Systems and ICT units in Upper Key Stage 2, we have designed bespoke units of work using the Crumble technology, with guidance and teaching from our Computing Support Teacher. Teachers can select the materials needed from the DT resource area, outside of the Year 4 classroom; purchase materials needed for the design and construction of a project, with the advisement of the DT co-ordinator; or decide to use recycled materials. Children are taught to use tools and equipment in a safe and sensible manner.

The National Curriculum organises the Design and Technology curriculum under five subheadings or strands:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition

Kapow Primary's Design and technology scheme has a clear progression of skills and knowledge within these five strands across each year group.

Through Kapow's Design and Technology scheme, pupils respond to a design brief or scenario and develop skills in six key areas,

- Mechanisms
- Structures
- Textiles
- Cooking and nutrition (food)
- Electrical systems (UKS2 only, following Moss Side scheme)

### **EYFS**

The EYFS team will plan for children to explore a variety of materials through a combination of child-led and adult directed activities. Children will experience creative opportunities to develop key skills within the EYFS curriculum associated with Design and Technology. EYFS classes can, where appropriate, be included in whole school events and projects within Design and Technology.

### **KS1 and KS2**

The Kapow scheme follows the Design, Make, Evaluate model for each project.

In KS1 this looks like:

#### **Design:**

- Design is rooted in a real life, relevant context to provide meaning.
- Planning should be done using an appropriate format, such as: drawing, templates and talking.

#### **Make:**

- Children should be provided with a variety of tools and the instruction to use them safely.
- Children should use a wide range of materials, such as: textiles, construction equipment and ingredients.

#### **Evaluate**

- Evaluate their own work in comparison to existing products viewed in the design phase.
- Evaluate their own products against a design criteria.

In KS2 this looks like:

#### **Design:**

- Design is rooted in a real life, relevant context to provide meaning.
- Research designs based on functionality, purpose and aesthetics.

- Planning should be done using an appropriate format, such as: annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design.

**Make:**

- Children should be provided with a wider range of tools than KS1 and the instruction to use them safely.
- Children should use a wider range of materials, such as: textiles, construction equipment and ingredients.

**Evaluate:**

- Evaluate their own work in comparison to existing products viewed in the design phase.
- Evaluate their own products against a design criteria.
- Understand how key events and individuals in design and technology have helped to shape the world.

**Assessment and Evidence**

Children's skills will be assessed and developed by the class teacher during lessons and through discussions throughout the DT process. This assessment is used to inform differentiated outcomes, support and challenge required by the children. Key Learning documents for each year group should be used to inform teacher judgement. No formal or written assessment is recorded. Teachers may decide to display work in their classrooms or during Parents' evenings to celebrate and exhibit the work of all children.

**Enrichment Activities**

Enrichment for DT at Moss Side includes:

- Projects in special weeks, such as STEM week.

**Parental Involvement**

We encourage all parents and carers to support and assist with whole school projects and Design and Technology projects.

**Inclusion**

We aim to teach an inclusive curriculum and all children will be supported through differentiation, adaptation or adult support, to ensure every child receives equal access to learning in Design and Technology.

**Resources**

- Central resources are stored in the Junior resource area, outside of the Year 3 and 4 classrooms.
- Any missing/ damaged items should be reported to the subject co-ordinator.
- Only staff should access and organise resources.

**Role of the DT Subject Co-ordinator**



### Design and Technology Policy

- To read, understand and interpret the National Curriculum in Design and Technology in order to help staff understand what is required.
- To review and update the Design and Technology policy when required.
- To regularly review the DT equipment available within school and advise suggestions for updates and regeneration of DT equipment in school.
- To liaise with staff the developments of Design and Technology teaching in school.
- To attend key developmental courses on behalf of the staff, to lead discussions with staff on return to school.
- To be aware of developments needed in the delivery of Design and Technology across the school.
- To support class teachers, when necessary, to plan and deliver Design and Technology lessons.

### **DT Impact**

The impact of the curriculum will be assessed by the Subject co-ordinator by:

- Collating teacher assessment and feedback from across school.
- Completing lesson drop ins when appropriate.
- Looking at outcomes of DT projects across the school.
- Undertaking Pupil Voice questionnaires to discuss their learning, understanding and attitudes towards Design and Technology.

This can then inform any developmental points created for the following year.

This policy should be read alongside the following whole school policies:

- Behaviour
- Equality