

Longcot and Fernham Primary School



DT Policy

2024

School	Longcot and Fernham CE Primary School
Date of policy	September 2024
Member of staff responsible	Mrs Sally Robins
Review date	May 2025

Intent

The purpose of Design and Technology at Longcot and Fernham C of E Primary School is to give our children the opportunity to use their creativity and imagination to design and make products that solve real-life problems within a variety of contexts. Our aim is to empower everyone with the skills and knowledge needed to develop the creative, technical and practical expertise needed to participate successfully in an increasingly technological world. We believe that these will stay with them for the rest of their lives and help them become confident designers and innovators of tomorrow. Our school values of Love, Honesty and Respect are embedded throughout the curriculum and play a significant role within Design and Technology lessons.

Using the CUSP Curriculum, we aim to guide children in developing a deep understanding of concepts we consider core to developing highly-skilled designers and technicians. These core concepts are:

- Mechanisms
- Food and Nutrition
- Textiles
- Mechanisms
- Structure
- Systems (Years 1-3) and Electrical Systems (Years 4-6)

Implementation

In the Foundation Stage, elements of Design and Technology fall under two headings: 'Physical Development' and 'Expressive Arts and Design'. In other areas of the school, each class plans and delivers their own Design and Technology lessons following our long-term and medium-term plans, which we use the CUSP Curriculum to form. Each lesson follows 6 essential steps to allow for deep, long-term learning to occur. Please see our **Teaching and Learning Policy** for specific detail on this structure.

Children are taught Design and Technology each term. This is designed to allow children to fully cover the Core Learning Modules outlined with the CUSP Curriculum (noted above in the Intent). Significantly, it also allows for the same core concepts to be reviewed and revisited in each year group to ensure clear progression that builds on prior knowledge. Prior knowledge gained in Design and Technology helps children comprehend new material taught, in turn enabling them to transfer this knowledge between contexts and subjects. In addition, each unit is designed for them to learn about a new technique, to explore those techniques and then to finally create an end of unit project summarising this learning journey.

Using the CUSP curriculum, we have mapped out the concepts, skills and objectives covered each term for each year group so that there is clear progression and any new

concepts link to prior learning. For example, the progression from systems in Years 1-3 to electrical systems in Years 4-6.

Each unit of work is designed allow opportunities for children to:

- Learn the product design cycle through exploration, creation and evaluation.
- Develop the confidence to take risks, through creating design concepts, modelling and testing.
- Solve problems creatively, individually or in teams, to make purposefully designed and innovate products.
- Reflect on and evaluate their own work and the work of others.
- Investigate how Design and Technology impacts our lives and the wider world.
- Become resourceful, enterprising citizens who can contribute to future advances in design and technology.

Essentially, the CUSP Curriculum clearly maps a rich and ambitious vocabulary progression for each unit. We believe that clear and direct vocabulary instruction is central to children making progress and becoming active artists who can interpret, analyse and evaluate their own piece of art. Teachers carefully link the review task to the learning intention and desired outcome for the lesson.

Effective use of educational visits and visitors are planned to enrich and enhance the pupils' learning experiences within the Design and Technology curriculum. We recognise that knowledge becomes more meaningful when it becomes personal and so all units will relate to an influential designer to enhance the children's learning.

In Design and Technology, as across the curriculum, we ensure that children with SEN are scaffolded in their learning to access the same content as their peers or working cooperatively with an adult support. Additional adaptations as outlined in the child's Pupil Profile/ Support Plan and specific resource, or adult intervention as required.

Impact

We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate scaffolding. Therefore, assessment is an ongoing process made using formative evaluations within lessons and through the use of marking and feedback.

Teachers will make yearly summative assessment judgements using evidence on how well children have made progress against the core concepts outlined in the CUSP Curriculum. Teachers will record children's progress after each unit to help inform end of year judgements and aid effective monitoring from Subject Coordinators and SLT. This summative assessment is reported to parents annually.

Monitoring from Subject Coordinators and SLT takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Lesson observations are used to provide support to other members of staff and as part of professional development. In the Foundation Stage assessments are made under the main heading of 'Physical Development' and 'Expressive Arts and Design'. Assessments are mainly made through observation and questioning. This information is tracked against the Development Matters criteria and used to inform judgements against the Early Learning Goals.