

# Westerings Primary Academy

## Subject Policy Document

*'To inspire our inquisitive children to be creative, determined and resilient whilst embracing and enabling their individual ambitions.'*

**Subject Name: Design and Technology**

**Academic year - 2021-22**

**Date updated: December 2021**

**Date to be reviewed: Autumn 2022**

**Subject Specific Intent Statement:**

*'To inspire our children to expand upon their imaginative minds, by thoughtfully creating designs and applying their practical skills in order to prepare for an increasingly technological world.'*

**1. Aims and Objectives**

What is the rationale for your subject specific intent statement? (Make reference to links to the whole school intent statement)

At Westerings Primary Academy we are committed to providing all children with learning opportunities to engage in design technology. Our planning and practice is based on the National Curriculum for Design Technology. We believe design and technology is about designing and making products for a specific user and purpose. It involves children in learning about the world we live in and developing a wide range of knowledge and skills through researching, designing, making and evaluating. It helps children to think through problems creatively, about how to organise themselves and how to use knowledge and skills to bring about change and to shape the environment. Through design and technology children become discriminating and informed users of products and become innovators.

What are the National Curriculum Statements for EYFS, KS1 and KS2 for your subject? (use hyperlinks)

[Development Matters 2021](#) (see Expressive Arts and Design)

[Early Learning Goals 2021](#) (see Expressive Arts and Design)

[Design and Technology programmes of study: Key Stages 1 and 2](#)

What are the key areas of your subject? What does this look like in the classroom? (headings from the subject)

*progression subject*) Are there any key approaches to your subject? (i.e. use of the mastery flow model) Why have they been selected? Give a brief outline of their structure.

We believe Design and Technology offers opportunities for children to:

- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding;
- Develop a sense of enjoyment and pride in their ability to make;
- Nurture creativity and innovation through designing and making;
- Develop an interest and understanding of the ways in which people from the past and present have used design to meet their needs.

In the Early Years Foundation Stage we provide opportunities for children to:

- Develop a curiosity and interest in the designed and made world through investigating, talking and asking questions about familiar products;
- Develop confidence and enthusiasm through frequent exploration of construction kits to build and construct objects, and activities for exploring joining, assembling and shaping materials to make products;
- Extend their vocabulary through talking and explaining about their designing and making activities.

The skills covered Design and Technology are:

Designing	Thinking about the purpose and function of their product whilst considering the best suited materials and tools to use.
Make	Learning to use a wide range of tools in order to develop skills such as cutting and shaping. Exploring a wide range of materials and learning their properties and best suited purpose.
Evaluate	The ability to think critically about their design/product and how to further improve this, thinking about the design criteria.
Technical knowledge	Thinking critically and understanding how to best create a product. Understanding, creating and using different systems.

These skills should progress and be built upon as children move through the school. Year groups planning should be planned with the progression of skills([DT progression document](#)) in mind, ensuring that all children are challenged and continue to build upon their design and technological skills, including thinking creatively and critically.

## 2. Subject organisation

How is your subject led? Who is accountable? How and when are reviews made? What impact will this have?

Design and Technology Subject Lead: Miss A. Dee

Guidance and support for this subject is provided to all teachers to ensure the delivery of high quality Design and Technology lessons are provided for our children. The Design and Technology Progression Document ([Progression Document](#)) clearly lays out the expectation of teaching and provides teachers with the knowledge of how skills should progress throughout each year group, and what this should look like. It also equips teachers with clear 'Can I' statements which can be used in our learning objectives, making the skills that are being taught explicit to both adults and children.

Reviews are made every year in June, ready to impact on LTP over the summer and for the new academic year. These reviews will ensure that high quality Design and Technology lessons are being delivered across the school and will help to identify any gaps in the teaching of DT which can be addressed accordingly. They will also provide the opportunity to reflect on the subject and what is currently being offered to our children, enabling us to think critically about how it can be continuously improved in order to ensure we are always offering our children with the best possible experiences and they are always being challenged.

How should your subject be taught? What should staff use to plan and ensure progression? *(Use hyperlinks to progression document / scheme of work)*

"Children should acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation." (Department for Education, 2014).

Teachers should use our DT progression document when planning their lessons to ensure there is a progression of skills throughout the school and so that children are continued to be challenged.

### 3. Cross Curricular Links

Which subjects are linked to yours and how? What should staff use to plan and ensure progression? *(Consider key skills and how they overlap. Discuss how high quality provision in both subjects will support learning in both subjects. For example: How Art planning and evaluation skills link to the same skills in D&T. How computing debugging skills mirror the evaluation skills in science investigative work. Please ensure links to core subjects are carefully considered.)*

DT and Art

DT and Computing

DT and Science

DT and Maths

How is your subject linked to SMSC? How is your subject linked to British Values?  
*([SMSC Guidance](#))      ([British Values Guidance](#))*

#### 4. Resources

How and why have resources been selected? How should they be used in class? Where can they be found? (Please include a hyperlink to your resources register) How do they link to current topics? (Consider placing this on your resources register to save you time explaining it here.)

How and when are resources reviewed? By whom? What should staff do if they need new/different resources?

#### 5. Inclusion and Differentiation

How are pupils supported and challenged in your specific subject? (Describe any methods of differentiation unique to your subject i.e. using dictation feature on chromebooks etc)

A wide range of cultural images and contexts will be used in design and technology, and we will use these opportunities to challenge stereotypes. For all children to produce their best, we plan differentiated resources and tasks through:

- adapted worksheets;
- changing the demands of a task;
- more limited choices;
- greater teacher intervention, small group work and teaching assistant support;
- ensuring manipulative skills needed are manageable;
- selecting appropriate tools and equipment.

Children are continuously challenged as they progress throughout each year group. Please see our DT Progression Document ([Progression Document](#)) to see how children should continue to build on skills as they progress throughout their time at Westerings. Teachers should also use this document to support the more and less able children by referring back to the previous or next year group to ensure all children are supported and challenged.

There are also various challenge days offered by schools with the AET to specific groups of children, some will target GD children whilst others may offer experiences for SEN or PP children.

How are the most able pupils extended so their learning can be deepened in your subject? (AMA challenge days etc.)

Talented or able children are challenged through more demanding tasks such as more open-ended design briefs, rigorous testing of their products, carrying out independent research, giving additional responsibilities

such as leading a team.

**6. Role of the Subject Leader**

See the [Subject Leader Toolkit](#)

**7. Parent/ Local community engagement**

How is your subject represented in any home learning tasks?

How are the Governing body/PCAB kept updated about changes and developments with your subject? What is their role in supporting you with monitoring and devising next steps? How do you maintain links with the local community within your subject?

How are resources, knowledge, skills, guidance and provision available due to our place in the Academy Enterprise Trust utilised? How does your subject link to the AET values? *(Be unusually brave. Discover what's possible. Push the limits. Be big hearted.)*

**Appendices/Hyperlinks:**