Sunning Hill Primary School

Design and Technology Policy

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Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil self-belief and promote independence that allows children to become aspirational and committed, life-long learners. Our journey together provides our children with opportunities to learn and grow and encourages them to be curious about the world.
Our children are encouraged to take responsibility for themselves, show resilience and be proud of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.
Our Sunning Hill family work together to ensure our children are happy, kind, charitable and respectful. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take risks and learn from their mistakes.
These foundations provide a strong base for building a bright future together ensuring equality for all.

At Sunning Hill we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of trips, visitors, events, extracurricular clubs and first hand experiences.

Curriculum Intent for Design and Technology

Design and technology is a practical subject which develops creativity and imagination. Pupils design and make products within a variety of contexts, considering their own and other's needs.
We plan and deliver an engaging and challenging curriculum where learning is robust, transferrable and children are encouraged to make connections with other subjects such as mathematics, science, computing and art. Pupils learn how to take risks, becoming resourceful, innovative and enterprising. 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.

Throughout the school, we encourage children to take on a variety of creative and practical tasks, which allow them to design, make and evaluate. As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in our pupils will not only develop their creativity but also develop a crucial life skill that enables pupils to feed themselves and others affordably, now and in later life.

Through the teaching of design and technology in our school, we aim 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 knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

The children will learn and develop skills, which can be broken down into five main areas:

- Designing: Understanding contexts, users and purposes and generating, developing, modelling and communicating ideas;
- Making: Planning and practical skills and techniques;
- Evaluating: Own ideas and products and their peers products, existing products and key events and individuals;
- Technical knowledge: Making products;
- Cooking nutrition: Where food comes from and food preparation, cooking and nutrition.

Curriculum Implementation for Design Technology

The intent of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond. The following are the ways we ensure that the curriculum is taught in line with our aims;

- The **Design Technology** curriculum is delivered as a discrete subject and follows the National Curriculum programme of study and attainment targets for DT at KS1 and KS2 alongside the Design and Technology Progression Framework. Cross -curricular links are made where appropriate to embed learning. There is a consistent approach across all year groups.
- Each class takes part in three design and technology projects across the course of the school year.
- A construction based project will help them to build and develop functional structures using a variety of materials and tools.
- A textile based project will give the children the opportunity to explore materials and different types of stitching.
- A cooking based project, using either our dedicated cooking area or the classroom, will teach the basic skills and build on these each year to ensure progression. They will explore the importance of a healthy diet, where food comes from and which ingredients are seasonal.
- There is a clear balance of knowledge and skills. Knowledge and skills are mapped out to ensure progression between year groups. This promotes a Design Technology curriculum that is progressive and allows children to build upon previous learning.
- Units of work are planned and delivered sequentially so that learning can be built upon which enables knowledge to be embedded.
- Teacher subject knowledge is developed through in-house training and external training where appropriate.

- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- We provide a range of first-hand experiences to help children make connections and remember more, through the use of trips and visitors.
- The **Design Technology** curriculum is adapted to meet the needs of all learners and prepare them for the next stage in their education. As a school we have developed our own matrix to provide challenge and opportunities for deep learning (see appendix A).
- Subject specific vocabulary is selected and taught explicitly using the national curriculum. This is progressive across year groups and is clearly displayed in classrooms so the children can refer to it. This helps the children to articulate their knowledge and understanding.
- We promote curiosity and critical thinking by giving children lots of opportunities to ask questions about their learning.
- Pupils are given an opportunity to evaluate at the end of each unit by sharing their learning in a variety of ways. They use what they have learnt to identify what else they would have liked to find out.
- Working walls/displays show the building of knowledge and skills over the course of a unit.
- Collaboration is promoted at all levels of school life. In lessons children have the opportunity to work in groups or pairs.
- Homework promotes independence, choice and wider experiences so that the knowledge and skills acquired in school can be applied to deepen learning.
- Feedback is both written and verbal. The purpose of any feedback given is to move a child forward with their learning. (see Feedback policy)

Curriculum Impact for Design Technology

Through the clear and aspirational intent and structured and rigorous implementation of the Design Technology curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in Design Technology. The impact of this is measured in the following ways;

- Monitoring of the subject through, planning, learning walks, book scrutiny and pupil discussions to measure the impact of Design Technology in all year groups. Areas of strengths are celebrated and areas for development are acted upon.
- Teacher subject knowledge is reviewed through, drop-ins, pupil questionnaires and book reviews. This information is used to plan staff meetings and external training opportunities.
- Marking and scaffolding learning by the teacher (verbal as well as written).

- Setting clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.
- Progression grids are in place to ensure all key skills are covered throughout the school.
- Children are given the opportunity to showcase their learning to different audiences.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.