



Barley Fields

Primary School

Design Technology Curriculum Policy

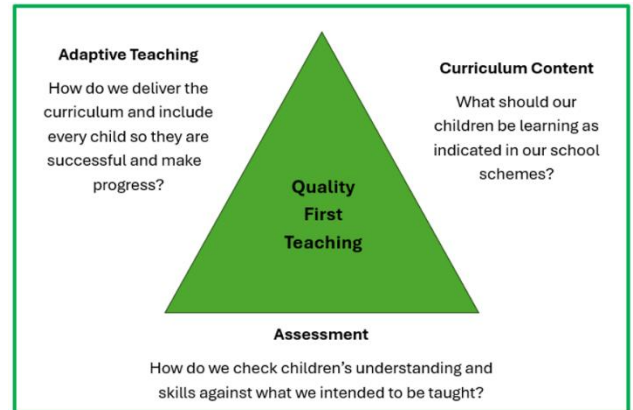
Date Issued:	January 2025
Prepared by:	C Taylor / DT Team
Review date:	January 2027
Date Adopted by Governing Body:	February 2025

1. Curriculum Statement

At Barley Fields Primary we have designed our DT curriculum based on a curriculum model by John Tomsett (2023).

Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedagogical aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

Subject content for design technology is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.



Intent: This is what we want for our children.

At Barley Fields Primary, we aim for our children to be the next generation of engineers, world-class chefs, designers and architects. Our Design Technology curriculum provides our children with the opportunity to take risks, experience failure and develop the personal attributes needed to thrive in an ever-changing, technological world. We believe that Design Technology is the future and that is why we offer our children such a practical, inspiring and exciting curriculum linked to real life contexts and problems when possible.

Through delivery of our progressive Design Technology projects, we aim for our children to understand and experience the processes of designing, making and evaluating, ensuring that they are given the opportunity to become independent and creative thinkers. Our curriculum is designed to provide the children with a strong sense of pride and achievement in their own creations and to apply skills of determination, resilience and critical thinking in a range of contexts.

We are proud to have a Design Technology curriculum informed by research which undergoes regular reviews and updates to ensure its relevance and effectiveness.

Our children will know and understand the core skills needed to become a successful designer with the use of the school curriculum character – Daisy the Designer. The character is referenced in each lesson so that the children are familiar with the carefully crafted end points of our Design Technology curriculum in each key stage.



2. Roles and Responsibilities

The Design and Technology Leads are responsible for:

- Formulating and updating the policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assisting in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans.
- Ensuring curriculum progression ladders are shared and understood by staff.
- Monitoring and evaluating the implementation and impact of the D.T. curriculum
- Ensuring appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keeping up to date with new developments in D.T. and attending relevant CPD
- Disseminating information, as it is received from any external source, to staff and children
- Encouraging other members of staff in their D.T. teaching and give support where appropriate
- Ensuring that D.T. maintains a strong profile within the school, through displays etc
- Keeping a portfolio for D.T. that will include photographs of children at work, curriculum walk reports, examples of planning and examples of children's work

Teachers are responsible for:

- Planning and delivering the D.T. curriculum in line with the school long term and medium-term schemes of work.
- Delivering high quality and interactive teaching which facilitates progress.
- Accurately assessing pupil progress and attainment in line with school expectations.
- Maintaining a sample of D.T. teaching and learning within the Interactive Floor Book for the year group

3. Teaching Pedagogy and Curriculum

Our children follow a carefully structured Design and Technology curriculum designed to progressively enhance their understanding and develop their skills. Our Design Technology curriculum promotes independence, resilience and problem solving from the very beginning of our children's learning journey. Lessons are vibrant and fun, filled with challenge, success and failure!

Our approach to Design technology begins in Early Years when children have opportunities to explore using a variety of tools and join a variety of materials in different ways. In Key Stages One and Two, the children build on their skills through progressive projects that are taught in blocks of learning. This allows sustained teaching time for the children to engage in a project from start to finish, to be critical, inventive and reflective in their work as well as develop and embed practical skills.

Our Design Technology curriculum follows a sequence that progressively builds on and revisits four strands and children will typically engage in activities including:

- Exploring products and developing ideas
- Developing of skills
- Designing and Making tasks
- Product evaluation and review

The strands are explored through the technical elements of the curriculum: textiles, mechanisms, structures, electrical systems and food and nutrition. The nature of our spiral curriculum allows the children to revisit these elements in each key stage; consolidating and building upon prior learning. This ensures the children know more and remember more as they progress through our school.

Design Technology is taught in blocks of lessons to ensure children have opportunities for sustained periods of study and have time to embed and enhance their knowledge and skills. Our detailed schemes of learning underpin an appropriate teaching pedagogy for effective quality first teaching and support staff in their delivery of the curriculum. Staff have access

to targeted CPD opportunities to develop their pedagogical understanding when necessary. The school has a wealth of high-quality resources for children to use in their learning.

We use a variety of teaching and learning styles in design technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology, and teachers encourage children to use their knowledge and understanding when developing ideas, planning and making products and evaluating them. We use a balance of whole class teaching and individual or group activities, giving children opportunity to both work on their own and to collaborate with others. Children are encouraged to listen to the ideas of others, and treat them with respect, to critically evaluate existing products, both their own work and those of others. They have the opportunity to use a wide range of materials and resources, including IT.

The teaching pedagogy should be:

- Highly kinaesthetic.
- Accessible to *all* abilities with opportunities for each child to personally achieve, progress and excel.
- Relevant and topic based where relevant and appropriate.
- Contain regular opportunities for reflection, evaluation and assessment; both peer, self and teacher
- Enjoyable (for both children and teachers!)

4. Curriculum Progression

Early Years Foundation Stage and Key Stage 1

During EYFS and Key Stage 1 the children learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and could start to use ICT as part of their designing and making.

Key Stage 2

During key stage 2 children work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

5. Assessment

Assessment forms an integral part of teaching and learning in DT. This is done formatively as part of the adaptive teaching model used in school; observing children working, listening to their responses to questions and by examining work produced in relation to the expectations set out on our curriculum maps.

Teachers assess the children's work in DT both by making informal judgements as they observe them during lessons and by completing formal assessments of their work, gauged against specific end points set out for each year group and age-related expectations using the SONAR system.

Summative assessments are reported on SONAR annually for whole school analysis and tracking of pupil progress.

6. Inclusion - Equal Opportunities and SEND

All children will be treated equally and will be given equal access to the DT Curriculum irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

The DT curriculum will be adapted according to the needs of the children. If a child needs specialist equipment or software to access the curriculum, the school will, when practically possible, source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level.

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

7. Resourcing

Our school has a wide range of resources to support the teaching of design and technology. All resources are allocated to Key Stages and some specialised equipment are kept in the design and technology store located in UKS2. Each topic taught is well resourced and staff should inform the subject leader when resources are low and need replenishing to ensure the subject can be taught appropriately at all times.

8. Monitoring and Evaluation

To monitor and evaluate D.T. the subject leads will:

- Support teachers via explaining the progressive curriculum map, discussing the key concepts in D.T., co-planning, team teaching, observing and giving feedback.
- Monitor the delivery of medium-term planning against the progression contained in the curriculum map. Engaging in monitoring strategies such as work sampling, pupil voice review and lesson observations.
- Review and advise the SLT on D.T. resource provision.
- Work co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.
- Maintain samples of work collated from Year Group Interactive Floor books into a portfolio of work for D.T..

Health and Safety – Equipment and Resource Use

At Barley Fields Primary children our curriculum is in accordance with the health and safety guidelines.

- Children will be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times.
- Children should be taught to respect the equipment they are using and to keep it stored safely while not in use.
- Children should be taught to recognise and consider hazards and risks and to act to control these risks, having followed simple instructions.

Glue Guns

At Barley Fields Primary School low temperature glue guns should only be used by an adult in key stage one and EYFS, unless there is one-to-one supervision for a child.

Key stage two children should use low temperature glue guns under supervision in a designated work area, wearing safety goggles.

Craft Knives

Craft knives, quick cutters and rotary cutters should only be used by an adult/teacher in key stage one and the EYFS.

Key stage two children may use cutting equipment under supervision, using a cutting mat and wearing safety goggles.

Sawing

Bench hooks and clamps must be used when sawing any material. Safety goggles must be worn, and any loose items of clothing/hair must be tucked in.

Food Hygiene

- Children and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.

- Children and staff working with food must wear aprons designated for cooking.
- All jewellery should be removed, and hair tied back.

Policy Monitoring and review:

This policy will be reviewed at least every two years.

Any questions or concerns regarding this policy should be made to the Head Teacher or a member of the DT team.