

Burnopfield Primary School

Design Technology Policy - 2019-20

Design and technology is both a standalone subject and something also used to bring a real tangibility to other subjects, allowing for real-world application of learned lessons. Short activities and long-term projects both can be undertaken on an individual basis or in groups which allows for not only the skills focused on to develop, but also the social skills of the children to strengthen.

Intent

It is our intent at Burnopfield Primary School to teach the children age-appropriate skills (which can be found, fully laid out, in our DT Curriculum document) in design technology that are transferrable to their every day lives, and that are also built upon and expanded year on year. Children will be taught essential skills to enable them to participate confidently and safely in designing and making products. Children will be made aware of a wide variety of production processes and the correct tools for tasks. Children will design considering health and safety issues and consequences and operate safely and hygienically when designing and making.

Implementation

Our implementation of this starts in Nursery where design and technology is used often as a learning tool. The skills they learn in EYFS begin a progression of learning that carries on all the way through to year 6. In Key Stage 1 and 2 history and geography topics are often given a DT focus which allows the children to not only hone the skills prescribed to their age, but also hit targets in other subjects simultaneously. Full details of our DT curriculum, and how it fits in with regards to other topics, can be found in our Curriculum Map.

Impact

As a result of the integration of DT into many different topics throughout school, the children will have a full knowledge of the DT curriculum by the time they leave year 6. They will possess a skill set that has been learned and honed over their time at primary school, and they will be able to confidently use these skills as they move on to secondary school. They children will have also had a wealth of experience solving problems individually or being part of – and leading – a team.

Progress, Assessment and Achievement

A big part of Design Technology is the ability to evaluate one's own work, and so self-assessment and reflective thinking are a large part of how pieces of work are assessed. This is also supported with peer assessment, and teacher assessment to ensure that the required progress is being made. Topic books, science books, and any other relevant materials will also be monitored termly by the DT lead in order to make sure that all National Curriculum requirements are being met. Upon completion of a topic, the teacher will then input the children's attainment into iTrack where targets and progress can be monitored across the year.

Curriculum drivers

Our curriculum has three 'drivers' which run through it from start to finish. Through being exposed to inspirational people, and taking part in challenging and adventurous tasks, our children will develop the skills and self-confidence which will allow them to not only take part in the wider working world but allow them to aspire to change it.