



Inspiring All to Excellence



Anker Moor Primary Academy

D&T Policy

Document Control

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Rationale/principles

It is the aim of Ankermoor Primary Academy to prepare pupils to participate in tomorrow's rapidly changing technologies. Through Design and Technology, all pupils can become discerning and informed users of products, and become innovators. Through the Design and Technology curriculum, our learners will be encouraged to 'realise all aspects of their potential'.

In delivering the National Curriculum for Design and Technology, pupils at Ankermoor will be taught to:

- Develop, **design**, plan and communicate effectively.
- Work with tools, equipment, materials and components to **make** quality products.
- **Evaluate** processes and products.
- To **secure a sound knowledge and understanding** of materials and components.

Intent

At Ankermoor Primary Academy, we intend to build a Design and Technology curriculum which develops learning and results in the acquisition of knowledge and skills as set out in the National Curriculum Design and Technology Programmes of study. Children will know more, remember more and understand more. We will provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences for later life.

Implementation

- Clear and comprehensive schemes of work in line with the National Curriculum. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. EYFS forms the foundation of our curriculum where skills and knowledge are taught through 'In the Moment' opportunities, linked to Expressive Arts and Design and fine motor.
- Delivery of design and technology projects with a clear structure. Each year group will undertake topics linked to Cooking & Nutrition, Stable Structures, Programming and Electrical systems, Mechanical Systems, Textiles and Inventions and Achievements.
- Delivery showing clear following of the design process where each project will follow: research, design, make and evaluate.
- A range of skills will be taught, ensuring that children are aware of health and safety issues related to the tasks undertaken.
- Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum, giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.
- Children are asked to self-evaluate their work.
- Design Technology focused displays in classrooms on display throughout the school. These displays celebrate exceptional practice and exemplify terminology and vocabulary used.

- Independent learning: In Design and Technology, children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in this subject.
- Collaborative learning: In Design and Technology, children may well be asked to work as part of a team, learning to support and help one another towards a challenging, yet rewarding goal.

Impact

- Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.
- Children will ultimately know more, remember more and understand more about Design and Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.
- The large majority of children will achieve age related expectations in Design and Technology.
- As designers, children will develop skills and attributes they can use beyond school and into adulthood.

Planning

- Design and Technology is taught through a series of progressive learning episodes that incorporate the knowledge, skills, understanding and breadth of study set out in the National Curriculum.
- The long and medium term plans are used to plan effective lessons and to ensure there is a breadth of coverage.
- Each year group builds on children's prior learning and is aware of which skills should be specifically targeted within a term's learning to ensure coverage and progression.
- *Knowledge and Skills progression* – Ensures there is progression between phases throughout school.
- *Long Term Planning* – The whole school curriculum overview seeks to maximise opportunities for design and technology.
- *Medium Term Planning* for each unit is sequenced – with references to the National Curriculum Programmes of Study.
- *Short Term Planning* is derived from medium term plans.
- *Assessment for Learning* is continuous throughout the teaching of each unit. Short term, medium term and long term plans are amended accordingly. Completed projects are used to assess skills independently.
- *Blocked units of work* – units of work are completed as a block of time, during a termly WOW week to enable pupils to focus interest, fully develop skills and to complete their unit outcomes in a more consistent and progressive way.
- Where required, expertise from local High Schools is used to aid planning and delivery, which supports a smooth transition to the next stage of learning.

Assessment, Recording and Reporting

- Teachers will adapt planning in order to meet the needs of all the learners in class.
- Use questioning throughout a lesson to assess and review learning in order to challenge and support all learners. If necessary, adapt a lesson to meet all learners' needs.
- Use and value children's own self/peer assessments in order to assist planning and future differentiation.
- Judge the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through use of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures.
- Be able to identify where a pupil is, and provide necessary stimulus to ensure that pupil recognises and accepts the next stage of learning.
- Assess pupils' understanding by use of the assessment grids for each lesson / unit.

Roles and responsibilities

Subject Leader: Stem Faculty To lead staff, focusing on Design and Technology, to ensure high standards of teaching and learning enable all children to develop as independent, confident, effective and responsible learners.

Head Teacher: To ensure staff are fully able to deliver DT appropriately and that pupils are receiving their entitlement.

STEM Faculty: To formulate the long-term curriculum plan and medium-term planning, ensuring that DT is embedded across school.

Teachers and Teaching Support Staff- To deliver a curriculum of progressive units of work, enabling the development of pupils' knowledge, understanding and skills.

Governors – To agree and review the Design and Technology Policy on a regular basis. Question the Headteacher and the STEM faculty to ensure that the policy is implemented and impacts positively on learning and teaching.

Learners: Have a responsibility to take an active part in their learning, responding positively. Also, to be active participants in personalising and extending their own learning at school and at home.

Other adults including parents: To realise that learning takes place, not only within the classroom but in all environments. Value and recognise their role in shaping children's attitudes and life-long learning experiences. To create positive relationships with all children. To recognise their impact on children's self-esteem.

Learning Environment and Resources

- Where appropriate use learning focused displays to motivate, support and enhance learning, checking with children that displays are accessible for all levels of ability. (E.g.: Past success criteria to independently use, key vocabulary).
- Use a multi-sensory approach to learning (E.g.: Film clips, music, sounds, ICT, the environment, artefacts, and interesting items).

- Identify and gather appropriate resources for the lesson, modify materials and organisation to accommodate pupils' specific needs and abilities.
- Provide and encourage children to independently use a range of resources to maximise their learning. (E.g.: Freedom to use class computer, tools, materials, resource areas which children can independently access and choose from).
- Use the environment most effectively to maximise learning (inside and outside).
- Use educational visits and visitors to enhance learning.

Monitoring and evaluation of the Policy

The role of the STEM Faculty in the context of this policy is to:

- ◆ Ensure the Intent, implementation, and Impact is clear and is measured.
- ◆ Monitor and evaluate the impact of effective learning and teaching strategies within the subject area.