

The Humberston Church of England Primary School



Design and Technology Policy

'Unlocking possibilities, making a difference'
I can do all things through Christ who strengthens me
Philippians 4:13

Policy Adopted by Governors January 2024
Review Dates: Spring 2027

DT Policy

Our School Vision

‘Unlocking possibilities, making a difference’
I can do all things through Christ who strengthens me
Philippians 4:13

Vision Statement

Through the teaching and learning of DT, we want our children to have the wisdom, knowledge and skills to flourish. We aim to provide our children with opportunities to be creative and express themselves, through designing and making products, which carefully consider the intended purpose and user. Having access to these opportunities enables the children to be inspired and unlock new possibilities by applying new techniques and completing their own projects. Throughout the children's time in our school, they will explore a range of techniques and skills which may not always be easy. These skills will take motivation, practise and resilience to become refined in order to finish their project. Our Bible scripture of 'I can do all things through Christ who strengthens me' Philippians 4:13 reminds us that we can draw upon God's strength and guidance and challenge ourselves to hone new skills, which one day may make a difference to ourselves and others.

Curriculum Intent

At Humberston CE Primary School we aim;

- To prepare learners for life-long learning by providing opportunities to pursue their interests and talents.
- For the children to develop their skills by having access to a range of tools and resources.
- The DT curriculum provides children with opportunities to learn valuable new skills and unlock possibilities in themselves.
- To facilitate the opportunity to participate in and experience a broad and balanced range of activities as part of a rich exciting, topic-based curriculum.
- To plan opportunities for learners to be creative and express themselves.
- To provide a powerful tool which can support a progress range of skills such as the development of knowledge, concepts and skills, and enhance the learning process across the curriculum.
- To encourage the use of design technology as an effective medium for achieving other educational objectives.
- To enrich the curriculum for all learners through activities which access all areas of the curriculum, different cultures and those which reflect our local community.
- To develop an understanding of the cultural, spiritual and social purposes of design technology.
- To develop an understanding of the values and attitudes expressed through design technology from a range of historical, social and cultural contexts.
- To develop creativity, teamwork and problem-solving skills across the curriculum.

Curriculum Implementation

The curriculum will be implemented through:

- A topic based long-term plan, which corresponds to the national curriculum. Alternating cycles (A and B) so the children do not repeat topics.

- Following the long-term plan, DT is taught in blocks, over consecutive weekly lessons. Lessons are broken down so children can be taught and practise skills before using them on their project.
- Medium term planning, which takes place on a termly basis. Teachers base their planning off the school's long-term plan.
- Teacher toolkits support and guide teachers on planning lessons for each art project. The toolkits break down the project into weekly lessons to ensure the children develop their skills and have opportunities to explore design and technology from other cultures. They include key vocabulary and key knowledge.
- Assessment tools provide a guide for teachers when assessing the children.
- Lessons are planned to ensure children of all abilities are included and feel valued.
- Lessons allow children to be creative with their design and explore different tools and resources.
- Giving children regular feedback on their work so they feel valued and supported.
- Lessons build on previous knowledge and skills learned so the children can show progression.
- Teachers will support pupils so they feel appropriately challenged and show resilience and perseverance.
- Teachers have access to a variety of tools and resources necessary to deliver lessons.
- The EYFS curriculum for children in Foundation Stage. The children will have opportunities to be creative and express themselves. They will develop important fine motor skills when working with tools and will have access to variety of materials and resources.

Curriculum Impact

We want to ensure children across all year groups show a love for Design and Technology and flourish in the subject. Moderation will support the staff in understanding whether children are 'working towards', 'expected' or 'greater depth'. Impact of the curriculum will be monitored through the progression in skills through the year groups. A clear progression in skill development from EYFS to Year 6 will show the curriculum is effective. The subject leader will monitor the effectiveness of teaching Design and Technology by conducting learning walks. Learning walks will provide an overview of the progression in skills taught through the key stages. They are available to give advice to other teachers on delivering the lesson to support them with their subject knowledge. Pupil voice will guide the subject leader on how Design and Technology knowledge and understanding in school is retained and will guide them on evaluating the effectiveness of lessons.

Health and Safety

Health, safety and welfare are an integral part of all activities in school and all staff will take all reasonable steps to provide safe and healthy conditions for learners, and others during curriculum activities to ensure compliance with all relevant health and safety legislation. Children are taught and shown how to use tools safely.

See Health and Safety Risk Assessment for Art and DT.