Design and Technology (DT) Policy

"Design is not just what it looks like and feels like. Design is how it works." Steve Jobs

Intent

Through our DT curriculum pupils will develop –

• Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.

• An excellent attitude to learning and independent working.

• The ability to use time efficiently and work constructively and productively with others.

• The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.

• The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.

• A thorough knowledge of which tools, equipment and materials to use to make their products.

• The ability to apply mathematical knowledge.

• The ability to manage risks exceptionally well to manufacture products safely and hygienically.

• A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

• A deep understanding of challenging concepts known as 'Golden Threads'. The Golden Threads for DT are -

User	Purpose	Functionality
Authenticity	Innovation	Design decisions

The detailed intent of the DT curriculum is outlined in the following documents found on our school website –

- DT Progression Map
- DT Whole School Long Term Plan
- Knowledge Organisers
- GMPS EYFS subject overview

Implementation

EYFS

In the Early Years Foundation Stage (EYFS), Design & Technology opportunities are available across the curriculum but the most relevant statements are taken from the following areas of learning: physical development and expressive arts and design. Children are challenged to be creative, imaginative and resilient when planning, adapting and building within the continuous provision and during mores structured learning opportunities.

Years 1 to 6

- Through Years 1 to 6 children are taught to plan, make and design products within a variety of contexts.
- Staff follow the DT Projects on a Page planning.
- A DT book is used for children in key stage 2 to record their learning and to provide the opportunity for children to review and revisit their ideas. In key stage 1, each class has a geography floor book to record their learning.
- At the beginning of each topic, a knowledge organiser is stuck into their books. This knowledge is revisited regularly. The knowledge organiser contains the 'sticky knowledge' which is to be retained by pupils.
- Sticky knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. All learning will start by revisiting prior knowledge for children to retrieve and revisit prior learning. Low threat retrieval tasks such as quizzes are incorporated into lessons to review learning and facilitate retrieval of knowledge to strengthen memory.
- Key substantive golden threads are revisited to ensure retention of knowledge and to build science schema by making connections across different units of study.
- In key stage 2, at the end of a unit of work a photo of a child's finished product is added to their DT book.

Impact
- The subject leader is responsible for reporting on standards in DT across the school to the governing body.
- We measure progress in DT by assessing whether pupils know more, remember more and are able to do more.
- Children are encouraged to assess and evaluate their own work at the end of each unit to help them appreciate how they can improve their own product.
- Progress and achievement in DT are passed on to parents and carers at open evenings and in the annual report.

References used to help shape this policy

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