



HORSLEY C of E PRIMARY SCHOOL

# Together, we can

*Jesus said, 'Love one another as I have loved you' (John, 13)*



## Our Design and Technology Policy

### INTENT

**Make something – For somebody – With some purpose**

Design and Technology at Horsley School aims to develop children's skills and knowledge in design, structures, mechanisms, electrical control, and a range of materials, including food. Our aim is to provide a high-quality education which provides a solid foundation for exploring, interpreting, and understanding the world we live in.

Through our Christian ethos and core values we believe together we can become confident and efficient creators, planners, and designers. Our curriculum principles ensure that children make progress across a termly project; developing a product from research, design through to creation. It is important that children can make mistakes and build resilience in problem solving, thus being effective evaluators of their work. They are encouraged to be creative and innovative, and are actively encouraged to think about important issues such as sustainability and enterprise. Our wish is to engage, inspire and challenge our pupils to design the world of the future.

We ensure that projects are accessible to all children and nurture an inclusive exploration of new ideas within class communities. At the same time DT should offer an appropriate challenge for individuals to innovate and explore new ideas and ensure that all children work a little outside of their comfort zone.

It is important that pupils can *develop creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.* They should be able to understand why they are making a product and who it is intended for. Children will have the opportunity to experience different principles of design from research and create through to evaluation of their product.

### IMPLEMENTATION

## How do we deliver our curriculum?

A total of three DT projects are taught throughout the academic year, following The Design and Technology Association scheme of work. Our curriculum is delivered across six principles:

- the intended **use/user** of a product
- the **purpose** of a product
- how a product **functions**
- making **design decisions**
- to **innovate** a product and finally
- to ensure that a final product is **authentic**

Our delivery of lessons allow children enough freedom to genuinely 'get stuck' when solving problems, at the same time as developing resilience in finding their own solution to developing their products.

Our curriculum ensures that children are making progression from year group to year group and project to project. All pupils at Horsley will cover a comprehensive curriculum incorporating food DT, structures, textiles, and mechanical design throughout each key stage. KS1 and KS2 follow the process of the six design principles, developing key skills across these six learning processes.

Our projects are completed over a course of weeks so pupils can adjust, adapt, and create solutions to solve problems. By giving pupils time to reflect on each stage of production, they will embed and develop ideas more fully and comprehensively.

EYFS	KS1	KS2
Junk modelling Outdoor learning Free play & role play Explorative activities Joining materials	Sliders & levers Free standing structures Food Preparation Wheel & axels Textiles: templates & joining techniques	Linkages & levers Pulleys, gears & cams Food: celebrating culture Circuits & switches Shell & Frame structures Textiles: combining different fabrics, creating a 3D product

Throughout the school children are encouraged to develop practical skills such as joining, cutting, and sawing, and be able to use tools safely and responsibly with increasing competence and dexterity. Detail of key skills can be found in the DT skills progression document.

## IMPACT

### What difference is our curriculum making to our students?

Our DT curriculum should allow children the freedom to make personal decisions about their work and take ownership of a product as they take it through the design process. Our students are encouraged to develop interpersonal and leadership skills through communication with others. This supports out school values of giving and receiving help from others and working as part of a team.

Children are encouraged to evaluate and appraise their products and be able to self-assess the success of their work against criteria given, and reflect and give feedback to the work of other children constructively. We also give the opportunity for children to share and discuss their work with other classes throughout the school. This in turn gives the opportunity for children to observe the development made throughout the key stages.

Our curriculum meets the needs of each child using a mastery approach where each child works towards the same learning objective. Every child can extend their project more deeply or receive additional support to be successful. Assessment takes place each 'big' term where teachers use an agreed proforma to complete assessment of project. At the end of the year, the teacher makes a summary judgment about the work of each pupil in relation to the skills and knowledge they have design developed in line with the National Curriculum. These are reported to parents as part of the child's annual school report.

DT is monitored through both book looks and learning walks, where the DT lead also takes an active role in observing small parts of DT lessons during the year. Children are given the opportunity to showcase their final work.

We believe our DT curriculum prepares children for KS3 and the world they create beyond, both through key practical skills and independence when completing a project through its key stages.