



# Design & Technology policy

## **Design and Technology Policy**

### Vision of the subject

At Moorpark we enable children to 'reach' for their goals, 'explore', 'believe' in themselves and each other and therefore 'achieve'.

Through enriching, engaging and well differentiated lessons, we aim to develop excited and eager learners who are inspired to achieve beyond their expectations.

D&T plays an important part in our school in the development of the pupil's understanding and enjoyment of the real world in which they live. It contributes to their personal and social education, particularly in relation to economic and industrial understanding. D&T also gives all pupils an awareness that they can affect and control their environment, while being involved in relevant, enjoyable and meaningful experiences.

### Aims

- To provide a range of structured and differentiated activities that develops breadth and progression.
- To develop knowledge and teach skills in order to design and make products successfully.
- To help children become aware of and investigate simple products by disassembly and evaluation.
- To develop an ability to criticise constructively and evaluate their own products and those of others.
- To help children appreciate the need to take account of the necessity for safety, both for themselves and those around them. To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- To motivate pupils by providing interesting and stimulating experiences.
- To become creative problems solvers as individuals and members of a team.

To achieve our aims, we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable.

### Equal opportunities / Inclusion

Moorpark ensures that all children gain equal access to the D&T curriculum regardless of gender, ethnicity, ability or individual need.

A variety of teaching and learning styles are employed including visual, auditory and kinaesthetic approaches. Within whole class sessions, ability and mixed ability groups, pairs and individual teaching and learning is in order to cater for all individual needs.

We enable all to fully access the curriculum by making 'reasonable adjustments' to overcome any barriers.

### Teaching methodology and organisation

Design and Technology is taught through an enquiry led topic curriculum where the children are given an initial question and then further design their own questions to be answered in each week of learning.

It is important that the tasks presented to the pupils help them to progress in Design and Technology. The sequence of tasks and assignments should be planned so that there is progression of skills in what is taught.

A large part of the D&T curriculum is taught through enterprise week. Every class decides on a product they would like to design, make and sell. By doing this, children solve problems, use a range of D&T skill and make lots of cross curricular links.

### Resources

At the start of each year, teaching staff will identify the resources needed to deliver each topic. The Design and Technology leader will order these resources termly.

### Planning

Long term planning incorporates all the statutory requirements of the National Curriculum (2014). This is pupil driven through enquiry led questions devised by the children, ensuring they have ownership of their learning and next steps. Long term planning focuses greatly on exploration through half termly visits, visitors and through the development of higher order questioning skills.

Medium term planning is informed by both formative and summative assessment information.

Short term planning is skills based with cross curricular links and is prepared by the classroom teacher. Pupils are given opportunities, where appropriate, to develop, apply and extend their basic skills and ICT capability in their study of D&T.

### Assessment

The topic floor books will be used to record evidence of D & T skills, staff will identify the skills taught in each session throughout the year. Children will be assessed on their ability to evaluate previous designs, create their own designs that meet all given criteria, build projects that follow their design and evaluate the success of their designs. Staff are encouraged to use non-written forms of evidence (such as photographs) in their assessments. Staff should identify pupils who are working above and below ARE for their year group. This will be recorded at the back of their topic floor book.

During enterprise week, staff are also given a floor book where they present their work from the whole week. At the top of each page, staff identify the D&T skills taught in the session.

### Monitoring

The subject leader and senior leadership team take responsibility for the monitoring of the D&T curriculum and standards achieved by the pupils. The Design and Technology subject leader will monitor the subject on a termly basis. The subject leader will monitor Topic floor books and enterprise floor books which will show evidence of the Design and Technology coverage and progression of skills taught throughout the year. Monitoring, to inform action planning and key priorities, takes the form of:

- Lesson observations
- Scrutiny of work and planning
- Topic floor book
- Formal and informal discussions
- Moderation of core subjects and cross curricular links

### Health and Safety

All teachers complete risk assessments for educational visits using the online tool EVOLVE. The school educational visits co-ordinator and head teacher view the risk assessments at least three weeks prior to any visit for approval by the head teacher. The local authority are responsible for the external approval of any high risk educational outdoor activities.

Equipment will be used in an appropriate and safe manner.  
Food hygiene will be of paramount importance in relevant activities.  
The school will conform to Health and Safety Guidelines as set by the LEA.