



Villiers Primary School

Design and Technology Policy

September 2021

R. Craft

Approved by Chair _____

Review Date _____

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Philosophy

Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through Design Technology, all pupils can become discriminating and informed users of products, and become innovators.

Rationale

Technology Education is about children developing design and making skills to make products that are useful, both to themselves and other people. It is an opportunity for children to be creative; and, to develop an understanding of the appropriateness of technological actions.

Aims and Objectives

Design and Technology offers opportunities for children to:

- develop their designing and making skills;
- develop knowledge and understanding;
- develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding;
- nurture creativity and innovation through designing and making;
- explore values about and attitudes to the made world and how we live and work within it;
- develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- undertake a broad, balanced programme of Design Technology activities which clearly builds on previous work and take into account previous achievement.
- work individually, in pairs, in groups and as a whole class, to foster team work and respect
- foster a positive attitude and enjoyment in all aspects of Design Technology
- make appropriate use of ICT.
- use a variety of media and materials
- Work in 2D and 3D and on a variety of scales
- Use the outside space both as inspiration and as a material.
- Develop their skills, both creatively and technically.
- Encourage experimentation and imagination. Foster original thought and different ways to complete the same brief.
- Evaluate their own work and that of their peers. Develop the use of the sketchbook as a way of improving their own skills and evaluating their work.

- Explore with children the roles and work of inventors, designers, engineers and manufacturers and the effect of Design Technology in their own lives.
- Support pupil's spiritual, moral, social and cultural development
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support

Design and Technology at Villiers Primary School

Design Technology at Villiers Primary School offers children opportunities to develop skills through participation in activities that relate to real life situations and experiences in a meaningful way.

Children develop skills in:

- Investigation
- Researching
- Designing
- Communicating
- Making
- Evaluating

Children are encouraged to communicate their ideas with peers and recognise the potential market for their products. Children are encouraged to evaluate their work and the work of others in order to improve on initial ideas.

Inclusion

To overcome any potential barriers to learning in design and technology, some pupils may require:

- alternative tasks to overcome any difficulties arising from specific religious beliefs relating to ideas or experiences that they are expected to represent
- alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials; for example, the use of computer-aided design and manufacture (CAD/CAM) to produce quality products, or the assistance of others to carry out activities according to the pupil's instructions
- specific support to enable them to engage in certain practical activities; for example, technological aids such as talking weighing scales, jigs to aid cutting, kettle-tipping devices, or specialist ICT software to help with sequencing and following instructions
- opportunities to communicate through means other than writing or drawing, and help to record or translate their design ideas into a drawing
- opportunities to work in ways that avoid contact with materials to which they may be allergic
- time and opportunity to use non-visual means to gain understanding about, and to evaluate, different products and use this information to generate ideas
- more time than others to complete the range of work indicated in the programme of study; for example, by doing shorter assignments, or by combining experience with more than one material in an assignment.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. In the Early Years DT is taught through half termly topics, according to the children's interests. Topics in Nursery have included Growing, Ourselves, People Who Help Us and The Farm. Topics in Reception have included Fairy Tales, The Zoo, Space and Winter Wonderland. EYFS document for 2021, taking into account the needs and development of the children.

Curriculum Organisation KS1/2

- Design Technology will be taught using Topic and Science as a stimulus and link where possible. DT is taught as a discrete unit in Years 1-6 during each half term, for a minimum of three hours, depending on the content needed to be delivered. (E.g. sewing will be a longer unit)
- Preparation to be carried out by the class teacher, teaching assistants, and child monitors (with supervision).
- All Design and Technology materials are stored in the Art and DT store located in Year 4, with the exception of ICT equipment, which is stored in lockable containers and Cooking Equipment, which is stored in the Science cupboard.
- Materials to be collected and returned from the Design & Technology store before the start and the end of the day. Staff are to take only what they need.
- Child monitors to be trained to tidy away in time for the next lesson to begin.
- Display of work to be carried out by the class teacher or teaching assistant, with consultation with the children. Displays to be changed termly.
- Every child in Year 1 will be given a sketchbook, which will be passed up to the next year group to continue until completed. When complete the finished sketch book should be saved and continue to be passed up to show progression.
- Villiers Primary School follow detailed Medium Term Topic Plans giving lesson content, which is progressive and based on National Curriculum guidelines 2014.

Programmes of Study KS1 and KS2

National curriculum in England: Design and Technology programme of study

Purpose of Study

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.
-

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate explore and evaluate a range of existing products • evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Health and Safety

- Staff must consider resources carefully, taking into account the needs and the ability of the children and staff available.
- Lessons must be prepared before the lesson and there should be enough resources.
- All chains must be tucked into clothing before a lesson begins (this includes teachers).
- Long hair must be tied back.
- All tools must be used sensibly and carried with the sharp end facing downwards.
- Aprons must be worn for 'messy' activities.
- Little or no walking around the classroom during practical sessions.
- Only monitors/staff to clear away, everyone else must remain seated whilst this takes place.
- Only the monitors/staff to collect and give out equipment.
- All materials must be handled with the utmost of care at all times
- Tidying up must be done sensibly and the classroom left in a clean and tidy manner.
- Visitors must all have all relevant safety checks to work with children
- The site manager should be informed before any cookers are used.

The Teaching area Should

- Provide a safe stimulating environment with suitable display
- Convey images of children's DT work and work by famous designers, engineers and innovators
- Have surfaces suitable for the activity being carried out

Learning Resources

- Materials and equipment are centrally stored in Year 4 stock cupboard and support the Design and Technology Scheme of Work
- Collection of materials should be before lesson times and should be replaced neatly at the end of the day
- Curriculum Leader will monitor resources half termly and stock take annually
- Class Teachers will inform Curriculum Leader of any used/broken resources
- Resources suitable for children's age and ability are planned and listed into the Scheme of Work
- Specialist books can be found in the School Library
- Cooking equipment can be found in Year 6 stock cupboard, along with tool boards, aprons and other cooking equipment.

Food Storage / Safety

- Letter to be sent out prior to cooking to check for allergies
- Food storage – Fridge located in the Staff room
- Dry storage – a clean cupboard for closely packed foods to prevent damp
- Polythene containers with lids for flour, sugar etc.
- All containers to be clearly labelled
- Knives to be kept in boxes in storage containers in the Science stock cupboard and counted in and out after the lesson by an adult

- All equipment should be checked for cleanliness before it is stored and used
- Food waste to be wrapped before disposal
- All food made to be sent home to the parents, in case of child allergies

Activities are carried out within classroom bases and when appropriate the outdoor classroom. When using classrooms, the layout may need altering for health and safety purposes i.e. cutting, or provision of sufficient space for operations to be carried out by each

Topic Overview for Villiers Primary School 2020/2021

(DT is taught in separate lessons, but linking to these Topic strands, where possible)

History Geography

Year Group	Autumn	Spring	Summer
1	All About Me School and the Local Area	Toys Weather and Seasons	IBN Battuta and Explorers Around the World
	Remembrance Day School and the Local Area	Schools Weather and Seasons	Seaside holidays Seasides
2	Great Fire of London/Bonfire Night UK Countries and Capital Cities	Heroes (Significant Individuals) Seas and Oceans	Walter Tull Africa (contrasting with local area)
			George Stephenson Africa (contrasting with local area)
3	Local Area, Our High street Local Area-Our Street	Stone Age to Iron Age Britain Italy, compare to local area	Roman Empire and its impact on Britain Study of a region in UK
	Stone Age to Iron Age Britain The Geography of Europe	Roman Empire and its impact on Britain Italy, compare to local area	Books through time Study of a region in UK
4	Britain's Settlements – Anglo Saxons and Scots. The Vikings and Anglo-Saxons. Edward the Confessor Settlements Local area settlement – land use etc		Egyptians Rivers (River Nile) Water Cycle
5	Maya South America	Explorers, Migration, journeys to Britain Weather and Climate	Local Study – Local History School Local Study
	Tudors-Monarchs and their reigns –(Contrast to previous monarchs including Roman Emperors and Egyptian Pharaohs) Brazil	Explorers, Migration, journeys to Britain Mountains	
6	Children in World War 2 Extended Period of Study Trading and Economics	Crime and Punishment Storms, earthquakes and volcanoes	Ancient Greece Our Changing World (weathering, erosion, climate change)

DT Long Term Plan

DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	All About Me! Preparing and Making a fruit or vegetable salad (Cutting, grating, peeling) (Cooking and Nutrition)	Christmas Cards - levers (Measuring, marking out, cutting, stronger and stable product)	All About Me! Design and make playground structures (Construction materials – Lego, Duplo, Meccano etc.)	All About Me! Making their own face from fabric (Combining materials, cutting) (Sewing) Benjamin Shine (British male fabric artist) and Yoon Ji Seon (Korean female fabric artist).	Another World (including Island Life) Make an island village – building structures (Assembling and joining materials. E.g. glue/masking tape.)	Another World (including Island Life) Shiro Nakamura (Japanese male car designer at Nissan) and Ian Callum (British designer at Jaguar) Make a vehicle suitable for island life (Wheels and axles)
Year 2	Fire! (The Great Fire of London) Making Tudor Houses (Building structures that are strong, stiff and stable)	Fire! (The Great Fire of London) Making a Tudor soup called pottage , served with bread (Cooking and Nutrition)	Heroes (Famous People) Making Frame Structures for painted portraits (Measuring, marking out, cutting, joining and assembling)	Easter Cards – levers (Assembling, cutting, shaping, joining)	Africa (contrasting with the Local Area) Making a felt puppet based on traditional puppets from Africa (Basic sewing techniques, cutting and joining) (Sewing)	SCIENCE – Use of everyday materials Design and Create their own Musical Instrument from suitable materials Antoine-Joseph "Adolphe" Sax (Belgian male inventor and musician)
Year 3	Stone Age to Iron Age Creating a soft toy for a Stone Age child, who has time travelled to the future (Combining materials using simple stitches) (Sewing) Steiff Company (German)	Christmas Christmas cards – pop ups (Measuring, folding, scoring, folding, levers, mechanisms)	The Roman Empire Look at Roman sandals and how they still exist today – design and make modern version Tamara Mellon OBE (British female fashion entrepreneur who was the co-founder of luxury footwear brand Jimmy Choo)	The Roman Empire Catapults or ballistas (levers, linkages, pneumatic systems)	Study of a Region in the UK Making cobs - Bread in West Midland region (peeling, chopping, slicing, grating, mixing, spreading, kneading, baking) (Cooking and Nutrition) Warburtons (British bread Company)	Study of a Region in the UK Bilston transport – (mechanical systems /electrical components. Make a simple vehicle that moves/ input and output) CAF (Spanish public transport manufacturer)
Year 4	Anglo-Saxons, Vikings and Scots Anglo-Saxon Houses (measure, mark out, join and combine materials) British modern house design company Solo Timber Frame	Anglo-Saxons, Vikings and Scots Weaving Anglo-Saxon fabric (measure, tape or pin, range of stitches, weave) (Sewing) John Kay (British man who invented the flying shuttle in 1733) and Edmund Cartwright (English inventor, who made the first power loom)	Anglo-Saxons, Vikings and Scots Anglo Saxon Honey Shortbread (Peeling, chopping, slicing, mixing, spreading, kneading, baking) (Cooking and Nutrition)	Egyptians (The River Nile) Making Automata * - Egyptian animals (Pulleys, cams and gears)	SCIENCE – Electricity Build an Olympic torch - lights (complex electrical systems used to make a functional product) Maglite (American torch manufacturer) Tokuji Yoshioka – Japan Olympic torch designer	Egyptians (The River Nile) Mummy case (measure, mark out, strengthen, join and combine materials) Disney (American Company)

Year 5	The Mayans Aztec masks (Measure, mark, cut, join, shaping, finishing)	The Mayans Patolli board game (Selecting materials, cutting, shaping, joining, measuring, marking out) British company Waddingtons Board Games founded by John Waddington	The Mayans - Make corn-flour tortillas (weigh, measure dry and liquid ingredients) (Cooking and Nutrition)	Local Study - School Making a canal bridge (Select and use a wide range of materials, according to their functional and aesthetic properties) Thomas Farnolls Pritchard (British bridge designer) and Abraham Darby III (British Engineer)	SCIENCE/ COMPUTING – Forces Build a Space buggy (Pulleys, cams and gears to create movement, with complex electrical systems—lights etc. Input, process and output) National Aeronautics and Space Administration (American) and European Space Agency	Felt Phone Cases* / Computing (Stitch, measure, tape or pin, cut and join fabric. Using CAD) Stella McCartney – fashion designer (Sewing)
Year 6	Children in WW2 Anderson Shelters (use tools safely and accurately, construct using permanent joins, strengthen a 3D framework) Sir John Anderson (British Inventor)	Children in WW2 Build a tank, capable of firing missiles (Complex electrical systems to produce working tank, including cams, pulleys, gears) BAE (British Manufacturer of tanks)	Storms, earthquakes and Volcanoes Let's Go Fly A Kite * (Marking out, measuring, cutting, permanent joining techniques) Homan Walsh (American who used a kite to help build the Niagara Falls Bridge)	The Greeks/ Computing Slippers (Cut, pin, sew, stitch. Using CAD) (Sewing)	SCIENCE/ COMPUTING – Electricity (Complex electrical systems – bulbs, buzzers and motors /programme a computer to control a product)	The Greeks Salad Wrap (Peeling, chopping, slicing, grating, mixing, spreading, kneading, baking) (Cooking and Nutrition)

Curriculum Links

Communication

Through recoding of ideas, notations, research, discussion etc.

Number Problem Solving

Adapting, investigating, solving, experimenting and designing

Pattern, shape, space, size, enlargements, 2D and 3D etc.

History/Geography/RE/Science

Linking Design Technology to Curriculum Topic areas where possible. E.g. Stone Age cave paintings

SMSC

Encouraging children to work with others through collaboration and group projects. To think about Spiritual development through exploring ideas and feelings, Moral development through how designers, engineers and chefs have explored ideas through their work, Social development through respecting the ideas of others and Cultural development through the study of designers, engineers and chefs from differing cultures and the discussion of the pupil's beliefs and ideas.

Use of ICT

ICT helps pupils learn in Design and Technology by stimulating their work, allowing them to accurately manufacture what they have designed, and helping them to manufacture real and quality products with a professional finish. It makes tasks easier and minimises differences between ability levels and previous experiences. Finally, ICT saves time and resources, which allow pupils time to be creative.

Using ICT can help pupils to:

- access, select and interpret information
- recognise patterns, relationships and behaviours
- model, predict and hypothesise
- test reliability and accuracy
- review and modify their work to improve the quality
- communicate with others and present information
- evaluate their work
- improve efficiency
- be creative and take risks
- gain confidence and independence.

For example, ICT can help pupils:

- produce high-quality outcomes in a range of materials
- explore contexts beyond their immediate experience
- undertake supported self-study and work collaboratively at their own pace
- simulate, research and practise manufacturing processes
- gain transferable skills
- speed up the making processes
- control mechanisms
- understand batch and mass production.

Pupils can enhance their learning by:

- trying out software in small groups, which could be used to plan and display their ideas for products
- using 'paint' software and a colour printer to produce patterns for use on their product
- working as part of a team on a multimedia presentation
- using an ICT control program to control mechanisms that move in different ways
- gathering information as they generate ideas for products.

Aspects of Progression in Design and Technology at Key Stage 1 and 2

There are three aspects of attainment in design and technology at Key Stages 1 and 2:

- developing, planning and communicating ideas
- working with tools, equipment, materials and components to make quality products
- evaluating processes and products.

The level descriptions show progression in these three aspects, with knowledge, skills and understanding supporting attainment. Progression in design and technology is as follows.

When **developing** ideas pupils:

- generate ideas and recognise characteristics of familiar products
- generate ideas and plan what to do next, based on their experience of working with materials and components
- generate ideas and recognise that their designs have to meet a range of different needs
- generate ideas by collecting and using information. They take users' views into account
- draw on and use various sources of information. They use their understanding of the characteristics of familiar products when developing their own ideas

When **planning** they:

- show that, with help, they can put their ideas into practice
- select appropriate tools, techniques and materials, explaining their choices
- make realistic plans for achieving their aims. They think ahead about the order of their work, choosing appropriate tools, equipment, materials, components and techniques
- produce step-by-step plans
- work from their own detailed plans, modifying them where appropriate

When **communicating** ideas they:

- use pictures and words to describe what they want to do
- use models, pictures and words to describe their designs
- clarify ideas when asked and use words, labelled sketches and models to communicate the details of their designs
- communicate alternative ideas using words, labelled sketches and models, showing that they are aware of constraints
- clarify their ideas through discussion, drawing and modelling when communicating their own ideas

When **producing quality products** they:

- explain what they are making and which tools they are using. They use tools and materials with help, where needed
- use tools and assemble, join and combine materials and components in a variety of ways
- use tools and equipment with some accuracy to cut and shape materials and to put together components

- work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function. They select and work with a range of tools and equipment
- work with a range of tools, materials, equipment, components and processes with some precision. They check their work as it develops and modify their approach in the light of progress

When **evaluating processes and products** they:

- talk about their own and other people's work in simple terms and describe how a product works
- recognise what they have done well as their work progresses, and suggest things they could do better in the future
- identify where evaluation of the design and make process and their products has led to improvements
- reflect on their designs as they develop, bearing in mind the way the product will be used. They identify what is working well and what could be improved
- test and evaluate their products, showing that they understand the situations in which their designs will have to function and are aware of resources as a constraint. They evaluate their products and their use of information sources

Features of progression

Progression in design and technology can be characterised by:

- an increase in knowledge, skills and understanding;
- moving from familiar to unfamiliar concepts;
- meeting needs which demand more complex or difficult solutions;
- an increase in a child's own understanding of their learning.

Assessment

Expectations

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work. Photographs are a useful tool to keep as a reminder of pupils achievements.

Formative assessment is used to guide the progress of individual pupils in Design and Technology. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning.

Formative assessment is carried out termly and recorded for a sample of the class—6 children, two HA, A and BAR. Teachers will use Skills sheets to help them plan and assess where their children are. Records will be kept in Assessment folders and monitored half-termly by the Curriculum Leader. Teachers will use these records to check coverage, progress and next steps for the rest of their class. Children's progress in Design and Technology is reported to parents through the pupil annual report and termly consultation meetings.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work. Photographs are a useful tool to keep as a reminder of pupils achievements.

Formative assessment is used to guide the progress of individual pupils in Design. Technology It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning.

Formative assessment is carried out half-termly and recorded for a sample of the class - 6 children, two HA, A and BAR . Teachers will use Assessment sheets to help them plan and assess where their children are. Records will be kept in Assessment folders and monitored termly by the Curriculum Leader. Teachers will use these records to check coverage, progress and next steps for the rest of their class.

Children's progress in Design Technology is reported to parents through the pupil annual report and termly consultation meetings

Assessment (continued)

Children's Design Technology work should be assessed by:

- learning outcomes from lesson planning
- effort and concentration span
- quality of work
- following instructions and interpreting them
- building of techniques
- use of application and colour

Praise should be given:

- during the lesson by holding the child's work for all to see
- at the end of the lesson for particular points of praise as to what the children have learnt
- selecting a number of children's work for display.
- parental consultations during parents evening
- yearly school report for individual comments

Work in books

Children will be encouraged to develop the habit of using their workbooks for:

- recording, exploring and storing visual and other information
- working out ideas, plans and designs
- as a reference tool
- reflecting on, adapting and reviewing and assessing their work
- As a record of their work

Work books are an important tool for teachers to see progression and progress of their pupils work, as well as an assessment tool. Class teachers will need to pass on their class workbooks at the end of each academic year. Finished workbooks should be kept as a record, alongside the pupil's new book.

Monitoring

The Curriculum Leader monitors planning, work in books and assessment on a regular basis, giving positive feedback and clear steps to improve. Monitoring of lessons, pupil voice, staff voice are also undertaken and feedback given to the relevant parties.

Evaluation and Review

The Design Technology Policy will be reviewed annually by the Design Technology Curriculum Leader.

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation .

Mrs R. Craft

September 2021