

# Policy for the Teaching and Learning of DT at Armley Park Primary School

## Introduction:

In Armley Park Primary School Design and technology we follow the Twinkl DT Scheme and is an inspiring, creative 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. It encourages children to become independent, creative problem solvers and thinkers as individuals and working alongside others. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by designing and making products.

It gives the children at Armley Park Primary School the opportunity to evaluate products against the design brief, taking on board the views of others to improve their work which enables children to understand that products are in a continual state of improvement and refinement.

## Purpose of the DT Policy:

This policy outlines the teaching and learning of D&T. All children will have the opportunity to undertake D&T throughout their time at Armley Park Primary School. This will be structured so as to give a sound basis for further work. Knowledge and Skills progression is a key element of our D&T curriculum and planning reflects the progressive nature of D&T skills. Children are provided with opportunities to develop and build upon skills taught previously.

## Aims of the DT Policy:

- 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.

## Objectives of the DT Policy:

To achieve our aims, we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. Children are challenged in their work in a way which develops their expertise. Children are provided with the very best resources possible, while constantly reviewing this provision in the light of curriculum changes, development and budget constraints.

## Curriculum and School Organisation:

When planning teaching and learning in Design Technology at Armley Park Primary School we ensure that there is a balance of knowledge and skills, by delivering both the National curriculum objectives and supplementary knowledge and skills applicable to our school context. We teach DT knowledge and skills discretely and through our Curriculum themes, ensuring all children access all areas of the Design Technology National Curriculum.

Expressive Arts and Design in EYFS promotes the development of children's confidence, experience, knowledge and skills across a wide range of media and materials. Developing imaginative thinking, creativity and exploration of colour, shape and form are all areas of focus. The Moving and Handling aspect of Physical development in EYFS, promotes the development of using a range of equipment and tools effectively, including scissors and construction tools. Throughout school, a variety of teaching styles and methods are used as appropriate. These

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include whole class, small group and individual work. Our aim is to provide first hand experiences for children through using resources available in school.

To meet the requirements of the National Curriculum it is essential that each child has access to D&T through creative and practical activities. Pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

- Design
- Make
- Evaluate
- Technical Knowledge (Understand key vocabulary)

Children will also have the opportunity to 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.

### **DT Curriculum Planning:**

Design and Technology is a foundation subject in the National Curriculum. Our school ensures programmes of study from the National Curriculum are planned and taught. At times our teaching goes beyond the National Curriculum to ensure the curriculum meets the needs of our pupils. Our long-term plans, which are shared on the school web-site, gives an overview of the units of work which each child will be able to access throughout the academic year. By making cross curricular links, D&T will be taught in relation to a topic however if this is not possible D&T will be taught as a standalone project.

### **Assessment in DT**

Assessing a child's level of knowledge and skills in DT is a continuous process carried out throughout school. Our methods of assessment include the following as appropriate:

1. Looking at children's recorded work i.e. model, photographs, written work.
2. Individual discussions with children.
3. Listening to children's ideas as they discuss between themselves during learning tasks.
4. Group discussions in both planning and reporting back sessions.
5. Assessing children's skills in Design and Technology.
6. Recording the progress that children make by assessing children's work against the learning objectives for the lesson or series of lessons.

At the end of a unit of work (topic or a series of lessons) teachers make a judgement against National Curriculum expectations and/or knowledge and skills taught. This is recorded by class teachers and shared with the D&T subject leader.

Children throughout EYFS are assessed against Being imaginative, Exploring and using Media and Materials and Moving and Handling criteria identified in development matters. Judgements against the early learning goal and exceeding descriptors are made by the end of EYFS.

### **Resources:**

We have sufficient resources and equipment in our school to be able to teach all the D&T units from the national curriculum. We have access to a range of tools and equipment that can be used

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as a class. Staff who require additional resources should contact the D&T subject leader who will organise purchase of these as appropriate in line with the school improvement plan and budget.

### **Health and Safety Concerns relating to DT:**

The general teaching for health and safety applies in this subject.

- Children learn the proper procedure for handling and using equipment as well as a wide range of materials.
- Where children participate in activities outside the classroom, we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.
- Food technology: school maintains records of all children with allergies prior to handling food.

### **Monitoring and Evaluation of DT throughout the school:**

The DT subject leader takes an overview of standards and of the quality of teaching in DT. Assessment information is analysed and shared with teachers who evaluate their effectiveness of teaching and plan to address areas of need.

The work of the subject leader also involves supporting colleagues in the teaching of D&T, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The D&T subject leader gives the head teacher an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement on the annual action plan.

The application of this D&T policy will be monitored by the curriculum leader.

**Policy Written by Somi Nessa (DT Leader)**

**December 2022**

**Review due December 2024**