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| **Design and Technology** |

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| **Date** | **Review Date** | **Subject Leader** | **Nominated Governor** |
| **January 2023** | **January  2024** | **Claire Laverick** | **Claire Sewell** |

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

* Education Act 1996
* Education Act 1997
* Standards and Framework Act 1998
* Education (National Curriculum) (Temporary Exceptions for Individual Pupils( (England) Regulations 2000
* Education Act 2003
* Equality Act 2010

The following documentation is also related to this policy:

* Teaching a broad and balanced curriculum for education recovery (DfE 2021)
* The Education Inspection Framework (Ofsted 2021)
* An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
* Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2

(Qualifications and Curriculum Authority 2002)

* Equality Act 2010: Advice for Schools (DfE)
* The National Curriculum in England Framework Document (DfE) 2014
* Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

**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.
* To ensure that all pupils 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
* To ensure that all pupils critique, evaluate and test their ideas and products and the work of others.
* To ensure that all pupils understand and apply the principles of nutrition and learn how to cook.

(The National Curriculum in England Framework Document (DfE) 2014)

* To promote the teaching of numeracy and literacy within all subjects.
* To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
* To share good practice within the school.
* To work with other schools to share good practice in order to improve this policy.

**Intent**

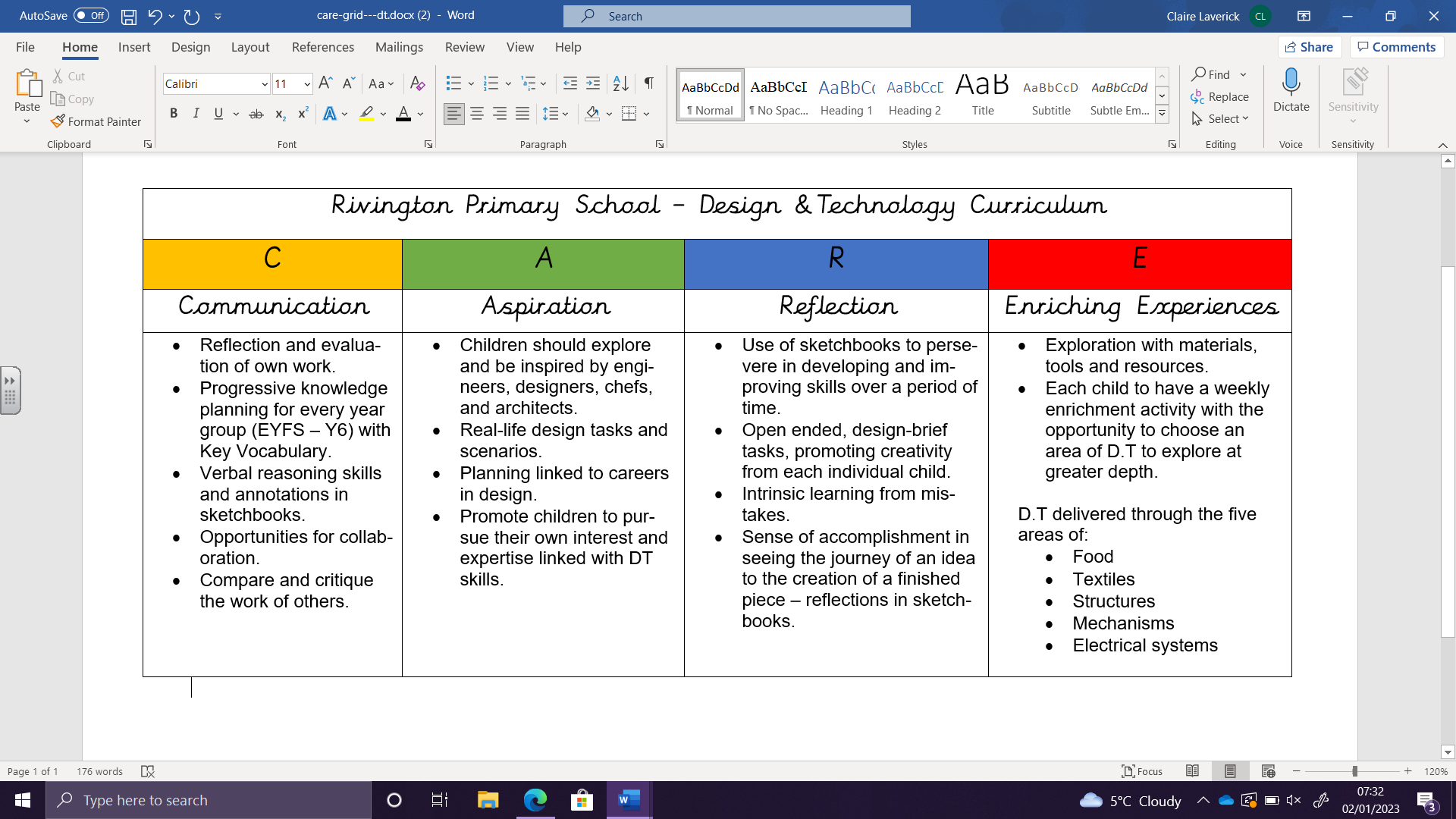
Design and Technology prepares children to deal with tomorrow’s rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, children at Rivington Primary School combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

It is the intent of Rivington Primary School for Design Technology to be taught in all year groups through at least one unit per term, which includes one unit relating to cooking and nutrition.

Key objectives of intent within the Design Technology Curriculum based on the National Curriculum 2014 guidance:

* Products are to be made for a purpose.
* Individuality should be ensured in children’s design and construction of products.
* Delivery of the two strands: Designing and Making and Cooking and Nutrition.
* More emphasis to be given on creating ‘innovative’ products in KS2.
* Teaching the importance of making on-going changes and improvements during making stages.
* Looking into seasonality of ingredients and how they are grown, caught or reared.
* The introduction of computing and coding of products in KS2.
* Researching key events and individual designers in the History of Technology in KS2.

Our Design and Technology curriculum is designed to promote 4 core elements; communication, aspiration, reflection, enriching experiences (CARE).   



**Implementation**

The teaching of Design Technology across the school follows the National Curriculum and every year group plans for the three DT units to be taught across the year. Medium Term plans are used to plan a sequence of lessons across a half term, A DT Knowledge Organiser is created for each unit and shared with the children. Children design products with a purpose in mind and an intended user of the products. Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.

Design and technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high quality Design and Technology curriculum; through well planned and resourced projects and experiences.  
   
Design and Technology also embeds our school values. It is an inspiring, rigorous and practical subject, requiring creativity, resourcefulness, and imagination. Pupils design and make products that solve real and relevant problems within a variety of contexts. It is very cross - curricular and draws upon subject knowledge and skills within Mathematics, Science, History, Computing and Art. Children learn to take risks, be reflective, innovative, enterprising and resilient. Through the evaluation of past and present technology they can reflect upon the impact of Design Technology on everyday life and the wider world.

**Impact**

Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required.  
Each unit, children complete project booklets that they keep throughout their school journey to show progression of knowledge and skills. Summative assessment is conducted yearly by class teachers across each year group of the school to inform the subject leader of progress of skills and knowledge. Design Technology is also monitored by the subject leader throughout the year in the form of monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establishing the impact of the teaching taking place.

**Roles and Responsibility for the Policy**

**Role of the Governing Body**

The Governing Body has:

* appointed a member of staff to be responsible for the curriculum leadership of Design and Technology;
* delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
* responsibility for ensuring compliance with the legal requirements of the National Curriculum;
* responsibility for ensuring that the school complies with all equalities legislation;
* nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
* responsibility for ensuring all policies are made available to parents;
* the responsibility of involving the School Council in:
* determining this policy with the Governing Body;
* discussing improvements to this policy during the school year;
* organising surveys to gauge the thoughts of all pupils;
* reviewing the effectiveness of this policy with the Governing Body.
* nominated a link governor to:
* visit the school regularly;
* work closely with the Headteacher and the coordinator;
* ensure this policy and other linked policies are up to date;
* ensure that everyone connected with the school is aware of this policy;
* attend training related to this policy;
* report to the Governing Body every term;
* annually report to the Governing Body on the success and development of this policy.
* responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The Headteacher will:

* work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
* ensure teachers:
* ‘have good knowledge of the subject(s) and courses they teach;
* have effective support for those teaching outside their main areas of expertise;
* present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
* check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
* design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
* use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
* create an environment that allows the learner to focus on learning;
* develop a rigorous approach to the teaching of reading in order to develop learners’ confidence and enjoyment in reading;
* use reading materials at the early stages of learning to read that are closely matched to learners’ phonics knowledge’.

(Amended from the ‘Education Inspection Framework’ (Ofsted 2021)

* work closely with the curriculum leader, subject leaders and the link governor;
* ensure compliance with the legal requirements of the National Curriculum;
* consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
* encourage parents to take an active role in curriculum development;
* provide leadership and vision in respect of equality;
* provide guidance, support and training to all staff;
* monitor the effectiveness of this policy by;
* observing teaching and learning
* planning scrutinies and work trawls
* discussions with pupils and members of the school council
* annually report to the Governing Body on the success and development of this policy.

**Role of the Subject Leader**

The Subject Leader will:

* lead the development of this policy throughout the school;
* work closely with the Headteacher, curriculum leader, the nominated governor and SENCO;
* promote the teaching of numeracy and literacy within all subjects;
* be accountable for standards in this subject area;
* monitor standards by:
* auditing the subject area
* review of the scheme of work
* monitoring teachers planning
* lesson observations
* scrutinising children's work
* discussions with pupils

(Quotes taken from the Education Inspection Framework (Ofsted 2021))

* ensure continuity and progression throughout the school;
* devise a subject improvement plan;
* provide guidance and support to all staff;
* provide training for all staff on induction and when the need arises regarding;
* attend appropriate and relevant INSET;
* keep up to date with new developments;
* undertake an annual audit and stock take of resources;
* purchase new resources when required and in preparation for the new academic year;
* manage the subject budget effectively;
* undertake risk assessments when required;
* review and monitor;
* annually report to the Governing Body on the success and development of this policy.

**Role of Teachers**

Teachers will:

* comply with all aspects of this policy;
* work closely with the subject leader to develop this policy;
* devise medium and short term planning;
* develop mathematical fluency, numeracy and mathematical understanding in all subjects;
* develop pupils' spoken language, reading, writing and vocabulary in all subjects;
* plan and deliver good to outstanding lessons;
* plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
* have high expectations for all children and will provide work that will extend them;
* assess, record and report on the development, progress and attainment of pupils;
* achieve high standards;
* celebrate the success of pupils in lessons
* implement the school’s equalities policy and schemes;
* report and deal with all incidents of discrimination;
* attend appropriate training sessions on equality;
* report any concerns they have on any aspect of the school community

**Role of Pupils**

Pupils will:

* be aware of and comply with this policy;
* be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
* listen carefully to all instructions given by the teacher;
* ask for further help if they do not understand;
* participate fully in all lessons;
* participate in discussions concerning progress and attainment;
* treat others, their work and equipment with respect;
* support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
* liaise with the school council;
* take part in questionnaires and surveys.

**Role of Parents/Carers**

Parents/carers will:

* be aware of and comply with this policy;
* be encouraged to take an active role in the life of the school by attending:
* parents and open evenings
* parent-teacher consultations
* curriculum development workshops
* be encouraged to work in school as volunteers;
* be encouraged to respond to curriculum information newsletter;
* be informed via termly newsletters of their child’s topics;
* asked to provide suggestions and ideas for improving this subject;
* be asked to take part periodic surveys conducted by the school on curriculum development;
* be invited to make presentations to pupils on aspects of this subject area;
* encourage effort and achievement;
* encourage completion of homework and return it to school;
* provide the right conditions for homework to take place;
* expect their child to hand in homework on time;
* join the school in celebrating success of their child's learning.

**Policy Procedure**

**Teaching and Learning Style**

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

**Curriculum Planning and Organisation**

Design Technology and Art are taught in alternative half termly blocks to ensure that sequences of lessons are delivered over a half term. All teachers follow the DT long term and medium term plans and use these to create a knowledge organiser for each teaching unit. These knowledge organisers are shared with the children at the start of each new unit along with the endpoint so that children know what they are working towards. Each unit, children are given a project booklet to work through and record their work.

**Links with ICT**

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

**Inclusion**

At Rivington Primary School we aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background. We aim to create an environment that values each pupil and enables them to achieve their full potential. We provide a broad and balanced curriculum appropriately differentiated to respond to pupils’ diverse learning needs. The opportunities and experiences we provide enable our pupils to participate fully and give their best across all aspects of school life. We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils.  
We appreciate that children may have special educational needs throughout, or at any time during their school career. At Rivington Primary School we aim to facilitate the full inclusion of pupils with special educational needs.  
We teach DT to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children in their class.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

**Differentiation**

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

**Assessment for Learning**

Teachers will:

* carry out ongoing assessment;
* use short-term assessments matched to the teaching objectives to adjust their planning;
* make comments/use of whole school dot, tick in pupil's project books related to the teaching objective;
* carry out medium-term assessments to measure progress against key objectives to adjust planning;
* use long-term assessments to help them plan for the next academic year;
* inform parents and carers of their child's progress and targets.

**Monitoring and Review of the Subject**

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

* looking at pupils work
* subject observations
* pupil discussions
* audit of subjects
* scrutiny of planning
* general curriculum discussions

**Contribution of the Subject to other Areas of the Curriculum**

Design and Technology links with English, ICT, PSHE & Citizenship, and Spiritual, moral, social and cultural development.

**Resources**

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

**Raising Awareness of this Policy**

We will raise awareness of this policy via:

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| * School Handbook/Prospectus; * School website; * Staff Handbook; * Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops; * School events; * Meetings with school personnel; * Written communications with home such as weekly newsletters and of end of half term newsletters; * Annual report to parents; | * Headteacher reports to the Governing Body; * Text messages; * Email; * Social media: |

**Training**

We:

* have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
* All aspects of this policy
* National Curriculum programmes of study and attainment targets for all subjects
* Curriculum
* Teaching and learning
* Planning
* Differentiation
* Assessment
* Monitoring and Evaluation
* Special Educational Needs
* Academically More Able, Gifted and Talented Pupils
* Key skills
* Equal opportunities
* Inclusion

In 2022, the subject leader worked closely with Steph O’Donnell (DT Specialist) who supported us in creating our long term and medium term plans. Steph also delivered a twilight session to all staff to work through each unit they would be covering with their year group. Ongoing CPD will be delivered to ensure staff feel confident delivering Design and Technology.

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

**Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

**Linked Policies**

* Academically More Able, Gifted and Talented Pupils
* Assessment
* Curriculum
* Curriculum Intent, Implementation and Impact
* Differentiation
* English as an Additional Language (EAL)
* Monitoring and Evaluation
* Self-Evaluation and School Improvement
* Special Educational Needs
* Teaching and Learning

We believe this school policy:

* is an essential part of the school;
* supports staff in managing certain situations;
* forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
* provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
* provides a roadmap for day-to-day operations;
* ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
* is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
* stems from the school’s vision and objectives which are formed in strategic management meetings.

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| **Headteacher:** |  | **Date:** |  |
| **Chair of Governing Body:** |  | **Date:** |  |