

Signed.....

Date.....

Review.....

**Woodford Valley C of E Primary Academy
DT Policy**

This school is committed to creating the ethos in which children can grow towards Christian life, learning and love.

'And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.'
John 34-35

This policy should be read in conjunction with Art, Science, Numeracy and Teaching Learning Policies.

Intent

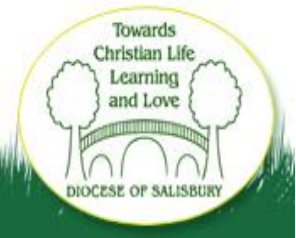
Our curriculum intent for DT is to prepare and produce learners with the wisdom to take part in the development of tomorrow's rapidly changing world. This subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, making, and evaluating products. Through the subject of design and technology, children combine practical skills with an understanding of aesthetic and social issues.

We strive to achieve our intent by:

- developing imaginative thinking in children and enabling them to talk about what they like and dislike when designing and making things.
- encouraging children to discuss how things work and to draw and model their ideas, tackling real life problems.
- encouraging children to select appropriate tools and techniques for making a product whilst following safe procedures.
- helping all children to enjoy being creative and innovative through designing and making things.
- exploring how DT can benefit us in school and outside in the world, whilst developing wise and positive attitudes around this.
- developing life skills so that all children will flourish in the future.
- considering the environmental impact of design and the responsibility of designers to recycle and reimagining products innovatively so they can be made sustainably.

Implementation

The principal aim is to develop children's knowledge, skills and understanding in DT. To achieve this we teach in various ways, styles and contexts to meet the needs of all children. Within our lessons, we give the children the chance to collaborate with others, listening to other children's ideas and treating these with respect. They have access to a range of



materials and resources, including ICT (where appropriate). Children are encouraged to build on previous experiences in DT to help them progress further and to evaluate their work, learning from what they have designed or made.

DT Planning

DT is planned in classes by Class Teachers with reference to resources originated by The Design and Technology Association, whilst DT tasks are made as meaningful as possible to provide relevance to the subject. Food Technology is planned by a specialist Food Technology Teacher. Food Technology is a core part of every child's learning at Woodford Valley. Every class has a block of lessons each year and the children build on the skills that they have previously been taught. This area of DT encourages independent learning and teaches essential life skills.

Our long-term plan sets out the topics studied in each term. When planning lessons, we ensure children are building upon prior learning. Children of all abilities are given the opportunity to develop skills, knowledge and understanding. Progression of skills is built into the scheme of work so that the children are challenged as they move through the school.

Early Years

We encourage the development of skills, knowledge and understanding that help Reception children make sense of their world as an integral part of the school's work. We relate the development of the children's Knowledge and Understanding of the World and Creative Development to the objectives set out in the Early Learning Goals. This learning forms the foundations for later work in Design and Technology. These early experiences, through a combination of child-initiated and adult-led activities, include: asking questions about how things work; investigating and using a variety of construction kits, materials and resources, tools and products; developing making skills; regular Food Technology; and handling appropriate tools and construction materials safely with increasing control and independence as a regular part of continuous provision.

Resources and Tools

All classes have access to DT resources and tools. The majority of resources are kept in a central store in the main school. Resources are ordered regularly to meet the needs of the curriculum. Children have the opportunity to take part in STEM projects and work with external agencies.

Health and Safety

Pupils are taught the basic rules of safety and shown how to use equipment correctly – for example, wearing goggles. When carrying out practical work, a well-structured environment is necessary. During Food Technology lessons children are taught how to use sharp kitchen equipment safely, such as knives and graters. Children are also taught about the importance of hygiene during these lessons. All teaching Staff and Teaching Assistants have attended First Aid Training.

Measuring Impact

Teachers evaluate children's work in DT by making observations as they work during lessons. Children's work is judged against key skills throughout the year. Children also evaluate their own work and peer assessment is often used to help children to improve and analyse their own work. Assessments are continuous and inform future planning in DT. They are used to inform end of year reports which are sent home to parents. The DT subject leader at times may keep a portfolio of evidence of children's work and work scrutiny takes place. This demonstrates what the expected level of achievement is in DT across the Key Stages.



Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in DT is the responsibility of the subject leader. The subject leader also supports colleagues in the teaching of DT. They are to keep up with developments in DT and provide training to others when necessary.