

**Kingfisher Primary School**

**Design Technology Policy**

***“The computer was born to solve problems that did not exist before” – Bill Gates***

**Rationale**

We believe the teaching of Design and Technology (D&T) is an important part of the development of children. It encourages children to work as individuals or as part of a team, when they have to consider their own and others’ needs, wants and values. It is a practical subject in which the children can use their imagination to design and make products that solve real and relevant problems in a variety of contexts. Pupils learn how to take risks becoming resourceful and innovative. The children find creating these things exciting, inventive, and great fun. Children learn about the world around them and how technology has brought about change.

The Design and Technology curriculum includes:

* ‘Iterative’ designing and making process
* Pupils to create products using a wide range of materials
* Evaluation of own ideas and products
* Investigating and analysing existing products
* Using design criteria in KS1
* Use of annotated sketches, cross-sectional and exploded diagrams in KS2
* Key events and individuals in D&T in KS2
* Applying computing in KS2 products
* Cooking and nutrition compulsory for both key stages – principles of healthy diet; where food comes from; seasonality and how food is grown and processed.
* Cultural capital – through the careers focus we look at the ways in which design and technology have contributed to the world in which we live.

**Intent**

As a school we aim to:

* Provide broad and balanced coverage of DT within the Kingfisher Curriculum
* Provide children with real-life skills to transfer into their lives
* Be inspired by the work of inspirational designers and inventors
* Encourage children to become innovative in their designs, building upon the designs of others via evaluation
* Incorporate basic cooking skills of simple recipes, so that the children can use this in later life

**Implementation**

We aim to ensure that all pupils are provided with:

* A balanced curriculum that is suited to our children, in line with our global compassionate curriculum
* Units of learning are equipped with D&T skills which progress upon previous year groups
* Exposure to all strands of the D&T curriculum: food technology, textiles, construction and mechanics

**Impact**

We believe our pupil will:

* Become innovative designers
* Design, create and evaluate
* Inspiring the designers of tomorrow

**Links with other Curriculum Areas**

We recognise that D&T has links with many other curriculum areas and make use of these wherever possible e.g.;

* English – instructions, recounts, explanations, evaluations.
* Maths – measuring, number, area, shape.
* PSHE – responsibility, health and diets, respect for the work of others.
* Art – considering the visual quality of any design and the ability to express oneself.
* Outdoor Learning - we use our rural setting to enhance our curriculum where possible. Engaging pupils in outdoor learning brings the curriculum to life in meaningful ways.

**Assessment, Recording and Reporting**

We make informal assessments of the children’s work as we observe them working in the classroom during lessons. Verbal feedback and pupil voice is a priority to assess how much children have learnt.

At the end of each unit, we use the whole school approach of Show me what you know to assess what the children have retained throughout the whole unit. We then use this knowledge to plan future work for individuals or groups of children. These assessments are kept by the class teachers and are collated by the subject lead.

The work completed in D&T is compiled into curriculum books or used for classroom displays. This is kept within our citizenship books as each of our D&T links with our citizenship talking points.

**Monitoring – Evaluation**

This will be achieved through discussion at staff meetings. The subject leader will attend network meetings, work in collaboration with other schools and report back to staff. The link governor meets at least annually, and feedback is given to governors.

Our visual learning cycle is used throughout school to support the cycle of design and evaluation. This process is also applied to other curriculum areas.