



Rosehill Junior School

Design & Technology Policy

2024





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1. Design and Technology at Rosehill

Design and Technology education involves two essential elements – learning about the designed and made world and how things work and designing and making functional products for particular purposes and users. Children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality, health, and safety. The skills learned in D&T also help with learning across the curriculum. Knowledge about the properties of materials helps in science, and the practice of measuring accurately helps in maths. These skills help in computing through the children's use of computer control and, naturally, in art and design. Design and technology education helps develop children's skills through collaborative working, problem-solving, and knowledge in design, materials, structures, mechanisms, and electrical control. They are encouraged to be creative and innovative and are actively encouraged to think about important issues such as sustainability and enterprise. There are three core activities children engage with in Design and Technology:

- Activities which involve investigating and evaluating existing products
- Focused tasks in which children develop particular aspects of knowledge and skills



- Designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose.'

These three activities are combined to create a Design and Technology project.

2. Curriculum Statement

Intent

Design and Technology is about providing opportunities for children to develop their capability. By combining their design and making skills with knowledge and understanding, they learn to create quality products. D&T is often one of a child's favourite subjects. Children like making decisions for themselves and doing practical work. They love creating products they can see, touch, and taste for themselves. They feel proud to have done so. D&T brings learning to life. It is a motivating context for discovering literacy, mathematics, science, art, PSHE and ICT. Primary Design and Technology also provide a firm basis for later learning in the subject and a platform for developing skills in literacy and numeracy.

Implementation

At Rosehill, we follow the National Curriculum, which includes Design and Technology as a compulsory subject at Key Stage 2, with statutory Programmes of Study. To implement the national curriculum, we use Projects on a Page. The Design and Technology Association (DATA) has carefully designed this scheme. We are proud members of DATA, using their expertise and research to give our children rich design and technology experiences.

3. Projects on a Page

The scheme of work is based on universal principles of effective teaching and learning in D&T.

Why did our school choose Projects on a Page?

- Flexibility and less prescription – teachers, in discussion with the children in their class, decide what products they will design and make, who their products will be for and what purposes they will perform.



- The Project Planners are context-free, linking D&T to cross-curricular topics or themes much more accessible.
- Essentials of Good Practice in D&T – Each project Planner emphasises the essentials of good practice in D&T to ensure children receive a genuine D&T experience. • Projects on a page – all the elements or ‘building blocks’ of a project can be seen together on one side of the Project Planner.
- Instant CPD – on the other side of the Project Planner is user-friendly guidance with sketches, diagrams, tips and techniques.

Design and Technology Essentials

Projects on a Page is based on the six essentials of good practice in D&T. These need to be implemented in teachers' planning to ensure children's learning is genuinely designed and technological. They are consistent with the National Curriculum requirements and should be applied whenever children are designing and making products:

- **User** – children should know who they are designing and making products for, considering their needs, wants, interests or preferences. The user could be themselves, an imaginary character, another person, a client, a consumer or a specific target audience.
- **Purpose** – children should know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated.
- **Functionality** – children should design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics. In D&T, it is insufficient for children to design and make purely aesthetic products.
- **Design Decisions** – when designing and making, children need opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.
- **Innovation** – when designing and making, children need some scope to be original. Projects that encourage innovation lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children's learning.
- **Authenticity** – children should design and make products that are believable, real and meaningful to themselves, i.e. not replicas, reproductions or models, which do not provide opportunities for children to make design decisions with clear users and purposes in mind.



The six essentials are embedded into the Project Planners, each with user and purpose suggestions and a list of authentic products children could design and make. Each Planner has a star diagram that enables you to evaluate the project's overall potential to ensure each of the D&T essentials has been addressed. Different projects will have distinct profiles. Schools may determine projects in long-term planning to ensure each essential is adequately discussed over a year.

4. Long Term Planning

We ensure that each term's project addresses a particular aspect of the subject. In KS2, we study mechanical systems, electrical systems, structures, food and textiles. We have developed progressive KSV (knowledge, skills and vocabulary) documents (available on the Curriculum Hub). These identify what children should have learned in previous years before carrying out a project.

5. Impact

Children at Rosehill have a robust knowledge of design and technology subjects; each year, we build on concepts equipping our children for secondary school. Projects on a page enable our school to check what children have learned and determine whether they are on track to meet National Curriculum expectations by the end of key stage 2. At Rosehill, to help this knowledge stick, we regularly quiz our children using retrieval strategies. Our D&T lead regularly tests children's subject knowledge to judge the quality of teaching (pupil voice, book scrutinies and drop in observations of teaching and learning within D&T).

6. Assessment

Building a picture of what children know, understand and can do in each D&T project is essential for moving their learning forward. Each planner lists the 'key learning' in designing, making, evaluating and technical knowledge and understanding that most children should develop as they undertake the project. This addresses and extends National Curriculum requirements at KS2 and is consistent with the Progression Framework. Design & technology teaching is monitored through lesson observations, learning walks, pupil voice and book looks. These will both focus on coverage of the curriculum and the use of historical enquiry skills.

The knowledge, understanding and skills specified in key learning should form the basis of learning objectives for each D&T session. It should help focus your discussions



with children and inform your observations. The information you gather during projects about the performance of individual children and groups will enable you to provide carefully tailored feedback, questioning, explanation and support according to their needs. When each project has been completed, it is essential to think about those children whose progress is markedly different from the expectations in the Project Planner. We note these children and use this information to offer them additional support or challenge, as required, in the next project they carry out. Teachers then complete an end-of-year assessment to guide the following teachers' planning.

7. Equal opportunities and inclusion of all children

At Rosehill Junior School, our ethos and vision state that all children need to experience a range of design and technology activities. We will use opportunities within design and technology to challenge stereotypes. All children will be encouraged and supported to develop design and technological capabilities through various materials. We recognise the importance of identifying the specific difficulties that individual children might experience, and targets will be set within their IEP to reflect appropriate teaching and organisational strategies to meet their needs.

Within our Key Stage 2 setting, we expect all children to participate in Design and Technology projects. Specialist equipment and support will be sought and provided for children who need them to be included and have access to tasks in Design and Technology. The subject coordinator will liaise closely with the SENCO (Special Needs Coordinator) to ensure that all our children have differentiated access to Design and Technology, including providing unique resources or equipment when necessary and possible.

8. SEND

At Rosehill, we recognise that children learn in various ways. We acknowledge the need to offer an inclusive education for children with special educational needs and to make learning accessible for all our children. We aim to remove barriers to learning and support students' ability to access the curriculum by developing literacy, numeracy, oracy skills and vocabulary acquisition. Teachers will make appropriate provisions to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. For our children to achieve success, we adapt and scaffold tasks and teaching, where necessary, to assist the children's learning. This can be seen through the following measures:



- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues using symbols and words can be provided. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

9. The Role of the Design and Technology Coordinator is to:

- Lead the development of design and technology in school.
- Guide individual members of staff opportunities for training and development.
- Keep updated with local and national developments in design and technology and disseminate relevant information.
- Review and monitor the success and progress of the planned work units.
- Ensure staff are aware of the ordering process for equipment and resources.
- Be responsible for ensuring the organisation of resources is managed and maintained to a high standard by all staff.

This policy outlines the teaching and learning of design and technology. It reflects the views of all teaching staff and was drawn up due to staff discussion. This policy will be reviewed annually by the coordinator. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the co-ordinator, teaching and learning lead and the head teacher.

Updated by Leanne Goodinson (D&T Lead) - January 2024. This policy will be reviewed in February 2027 or as required.

Date policy last reviewed: 01.02.2024

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

