



*Placing children's rights at the heart of all we undertake.*  
respect integrity humility equality care towards all



*Learning at the heart, igniting possibility!*

---

## Dosthill Primary Academy

# Design and Technology Policy

Reviewed by: C. Blewitt

Date: March 4<sup>th</sup> 2019

Approved by: DPA Governing Body

Date: March 26<sup>th</sup> 2019

Next review due: March 2020

## **Aims and values**

---

Our core moral purpose is encapsulated in the vision statement for the school: Explore, Dream, Discover; Growing Ambitions, Building Futures. Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our school. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential. There are no glass ceilings put on any of our learners; we wish to ignite a passion for learning and for life that will remain with them as they move on to their next phase of the learning journey elsewhere.

## **Rights Respecting School Articles**

---

**Article 28-** 'All children and young people have a right to a primary education, which should be free....Young people should be encouraged to reach the highest level of education they are capable of.'

**Article 29** - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **Rationale/principles**

---

It is the aim of Dosthill School to prepare pupils to participate in tomorrow's rapidly changing technologies. Through **Design and Technology** all pupils can become discerning and informed users of products, and become innovators. Through design and technology our learners will be encouraged through our curriculum to 'realise all aspects of their potential'.

We use the Cornerstones Curriculum to underpin the planning of Design and Technology; also, to provide resources to support teaching.

**In delivering the National Curriculum for Design and Technology, pupils at Dosthill School will be taught to:**

- Develop, plan and communicate effectively.
- Work with tools, equipment, materials and components to make quality products.
- Evaluate processes and products.
- To secure a sound knowledge and understanding of materials and components.

## **Learning and Teaching**

---

Through the teaching and learning of Design and Technology pupils will consistently be encouraged to:

- Take an active and absorbed part in all lessons.
- Be motivated to learn.
- Help steer lessons through expression of their own questions and learning needs.
- Listen and respond politely and appropriately to teachers/adults.
- Cooperate and learn with their response partner.
- Collaborate effectively in group learning situations.
- Be able to work alone and in groups.
- Use success criteria to achieve lesson objectives and in turn increase their learning.
- Be actively involved in self and peer assessment.
- Ask questions to learn further.
- Persevere when learning is tough.
- Use strategies to be an absorbed learner.

- Use resources responsibly and effectively to extend their learning.
- Use technological language to develop their confidence in communicating their ideas.
- Build on previous learning by making links.
- Seek information using ICT, home learning and class resources.
- Be aware of their personal strengths and learning potential.
- Challenge themselves to hit learning challenges.
- Use I.C.T. to gain information and communicate information.
- Hunt for patterns and clues to learn even more.
- Apply what has been learnt to unfamiliar situations.
- Record the learning experiences neatly and clearly.
- Make cross curriculum links.

## Planning

---

- Design and Technology is taught through a series of progressive learning episodes that incorporate the knowledge, skills, understanding and breadth of study set out in the National Curriculum.
- The Cornerstones Curriculum is used to plan effective lessons and to ensure there is a breadth of coverage.
- Each year group builds on children's prior learning and is aware of which skills should be specifically targeted within a term's learning to ensure coverage and progression.
- *Long Term Planning* – The whole school curriculum overview seeks to maximise opportunities for design and technology to be linked to other areas of learning that are appropriate and in making such links, allows the learning to become more meaningful and relevant to the learners.
- *Medium Term Planning* for each unit is planned by each year group – with references to the National Curriculum Programmes of Study.
- *Short Term Planning* is derived from the medium term plans, discussed at weekly year group planning meetings and documented on the *Weekly Planning Sheets*.
- *Assessment for Learning* is continuous throughout the teaching of each unit. Short term, medium term and long term plans are amended accordingly. End of term projects are used to assess skills independently.
- *Blocked units of work* – where appropriate, units of work can be completed as a block of time (e.g.: over 2 days) to enable pupils to focus interest, fully develop skills and to complete their unit outcomes in a more consistent and progressive way.
- Expertise from local High Schools is used to aid planning and delivery, which supports a smooth transition to the next stage of learning.

## Meeting the needs of all learners

---

### At Dosthill Primary Academy teachers consistently:

- Ensure that all pupils are aware of lesson objectives through the setting and sharing of learning challenges and discussion and implementation of success criteria.
- Use response partners to encourage all children to take an active part in lessons.
- Use success criteria (children generated) to mould and guide a lesson. Therefore, children are actively engaged in defining the success criteria for a lesson so that they are confident and understand the expectations. (See feedback policy).
- Ensure that self and peer assessment takes place during lessons so that the children reflect upon whether they are meeting the success criteria/learning objective and how to improve their learning further.
- Encourage children to realise that the learning process is often more important than the outcome.
- Allow children to guide and personalise their learning (e.g.: teachers will learner conference pupils before their next topic, learner's questions at the beginning of a new topic will guide planning or give

children a choice of outcomes within a lesson).

- Select when whole class, group, pair, individual learning is most appropriate for the learning situation (as well as giving our children a choice when appropriate).

## **Assessment, Recording and Reporting**

---

At Dosthill Primary Academy teachers consistently:

- Differentiate and adapt their planning in order to meet the needs of all the learners in their class, regularly annotating plans to ensure that specific needs are considered.(see Gifted and talented/SEN policy).
- Use questioning throughout a lesson to assess and review learning in order to challenge and support to all learners. If necessary adapt a lesson to meet all learners' needs. (E.g.: if an activity is too easy/hard adapt it for specific children there and then).
- Use and value children's own self/peer assessments in order to assist planning and future differentiation.
- Judge the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through the above mentioned used of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures.
- Be able to identify where a pupil is, and provide necessary stimulus to ensure that pupil recognises and accepts the next stage of learning.

## **Roles and responsibilities**

---

*Area of Learning Leader: Catherine Blewitt To lead staff focusing on Science and Design Technology to ensure high standards of teaching and learning enabling all children to develop as independent, confident, effective and responsible learners.*

*Head Teacher:* To ensure staff are fully able to deliver DT appropriately and that pupils are receiving their entitlement.

*Senior Assistant Head (S.Burke):* in her role as Curriculum Leader, to formulate the long-term curriculum plan ensuring that DT is embedded; links are made to other areas of learning and to monitor medium-term planning.

*Teachers and Teaching Support Staff-* To deliver a differentiated curriculum of progressive units of work enabling the development of pupils' knowledge, understanding and skills.

*Governors –* To agree and review the Design and Technology Policy on a regular basis. Question the Headteacher and others to ensure that the policy is implemented and impacts positively on learning and teaching. The Curriculum Committee carry out a detailed review of the DT Policy on an annual basis.

*Learners:* Have a responsibility to take an active part in their learning responding positively. Also to be active participants in personalising and extending their own learning at school and at home. Also in the context of this Policy, to contribute and to follow the agreed ground rules established, also respecting the views and opinions of other learners.

*Other adults including parents:* To realise that learning takes place, not only within the classroom but in all environments. Value and recognise their role in shaping children's attitudes and life-long learning experiences. To create positive relationships with all children. To recognise their impact on children's self-esteem.

## **Learning Environment and Resources**

---

At Dosthill Primary Academy teachers consistently:

- Ensure that groups of children receive targeted teacher focus time, rather than circulating the room responding to demands for help.
- Use other adults within the classroom effectively, considering who could most effectively support learner's needs in a particular lesson.
- Where appropriate / possible use learning focused displays to motivate, support and enhance learning, checking with children that displays are accessible for all levels of ability. (E.g.: Past success criteria to independently use, key vocabulary).
- Use Building Learning Power focused displays to support learning. (E.g.: What to do If I don't know what to do displays, Perseverance strategies, learning walls, wonder/question walls, past success criteria for children to look back at).
- Use a multi-sensory approach to learning (E.g.: Film clips, music, sounds, Ict, the environment, artefacts, and interesting items).
- Identify and gather appropriate resources for the lesson, modify materials and organisation to accommodate pupils' specific needs and abilities.
- Provide and encourage children to independently use a range of resources to maximize their learning. (E.g.: Freedom to use class computer, tools, materials, resource areas which children can independently access and choose from).
- Use the environment most effectively to maximise learning (inside and outside).
- Use educational visits and visitors to enhance learning.

## **Monitoring and evaluation of the Policy**

---

The role of the Subject Leader/Learning Implementation Team in the context of this policy is to:

- ◆ Ensure that effective learning and teaching strategies are used within their curriculum areas
- ◆ Monitor and evaluate the impact of effective learning and teaching strategies within their subject area. This is part of the 'Whole School' monitoring policy and cycle of review.

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

---

### Appendices:

---

*Teacher Standards and Career Stage Expectations*

*Headteacher Standards*

### **Dissemination and Review**

The latest copy of the Policy is stored on 'Teams' for staff to access. It is shared with parents and carers via the school website.

The Policy will be reviewed annually (*Spring Term*) in line with the Governing Body Annual Planner.