



Carlton VC C of E Primary School

DT Policy 2022

Approved by:	Mrs J Bevis and the Governing Body	Date: 28/11/22
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Written by:	Mrs A Frost,	Date: 01/10/22
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Last reviewed on:	01/10/22
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Next review due by:	September 2024
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1. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
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- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 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
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' responsibility for their own health, and encourage them to make healthy eating a lifestyle choice
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have high ambitions for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop pupils' independent learning skills and resilience, to equip them for further education
- In our Early Years to promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Prepare our Year 6 children for transition to secondary school

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum in England and Design and Technology: Cooking and Nutrition programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing bodies set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and/or disabilities (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is made aware of decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

The Subject Leader is responsible for maintaining high standards and improving outcomes for all children. They will monitor, support and motivate quality first teaching and learning,

and identify any needs for professional development. They will report to the Headteacher and governing body. The Subject Leader will keep abreast of curriculum innovations and developments within their subject.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

There is an established two-year rolling cross-curricular topic cycle that has been carefully designed to ensure that all requirements of the National Curriculum in England: design technology: nutrition and cooking programmes of study are met. Topics cover more than one National Curriculum subject and time spent on design and technology: cooking and nutrition will vary over the academic year. Enrichment activities such as visiting experts, trips out, online interviews with engineers and educational visits are included in planning wherever relevant. The whole school enters national competitions as appropriate, such as the "If you were an engineer..." STEM competition. The aim of this is to give children the opportunity to identify 'real life' problems and use their creativity to find solutions to them. The children will also have the opportunity in the Summer term to take part in Forest School.

Long term planning is available on the school website and staff drive on the school network. Medium term planning is prepared by teachers and monitored by the Subject Leader and Senior Leadership Team (SLT), detailing links to cultural capital, Christian and British Values, and spiritual, moral, social and cultural development whenever appropriate.

Resources to support curriculum delivery are listed in the Subject Leader file. The majority are stored in the Arts Room or in classrooms where appropriate. They are regularly audited and updated when necessary.

4.1 Subject content

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Health and Safety:

Health and Safety guidance is stringently followed. Prior to using tools and equipment, children are taught how to handle and use them safely. This includes health and hygiene rules when handling food. Children are supervised at all times.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Children Looked After (CLA)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Headteacher reports
- School visits/learning walks
- Subject Leader reports
- Pupil voice

Subject Leaders and SLT monitor the way the subject is taught throughout the school by:

- Pupil progress through the progression of skills ladder
- Planning
- Learning walks
- Book scrutinies
- Pupil voice/POW WOW

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years by the subject Leader, the Head teacher and the full governing body. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Health and safety policy
- Children Looked After Polic

Date 28/11/2022

To be reviewed November 2025

Updated by Aleshia Frost